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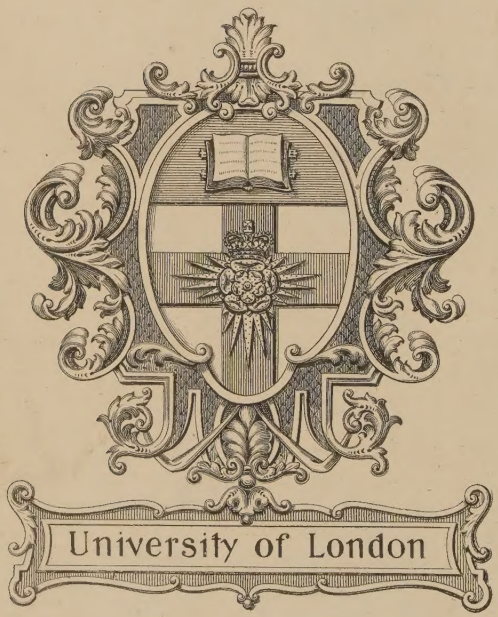
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1866

VOL. XXVII

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MISCELLANEOUS FOLIO PORTIONS.

REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

PALL MALL

1865-66.

Presented to both Houses of Parliament by Command of Her Majesty.

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1865.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of our proceedings during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

Increase.

During the year (*ending* 31 *August*) 1865, as compared with 1864, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 1,132, and the number of children by 112,764. The number of certificated teachers was increased by 1,073. The number of new school-houses built was 65, comprising (besides class-rooms) 106 principal school-rooms and 46 dwellings for teachers; 46 other schools were enlarged, improved, or furnished afresh; accommodation was created for 15,302 children, exclusive of the schools improved or newly furnished, but not enlarged.

Extent of inspection.

The inspectors visited 12,950 schools or departments of such schools under separate teachers. They found present in them 1,246,055 children; 11,266 certificated teachers; 933 assistant teachers; and 11,383 apprentices. Of the schools or departments 2,282 were for boys only; 1,888 for girls only; in 5,858 boys and girls were instructed together; 1,707 were confined to infants (children under seven years of age); and 1,215 to night scholars. Of the children, 698,221 were males, and 547,834 were females.

The inspectors also visited 38 separate training colleges, occupied by 2,482 students in preparation for the office of

schoolmaster or schoolmistress. In December last these students, and 1,873 other candidates, were simultaneously examined for the end of the first or second year of their training, or for admission, or for certificates as acting teachers.

The number of inspectors employed upon this duty was 63, and the number of inspectors' assistants 14.

No material change in Code during past year.

No material change has been introduced during the year 1865 in the regulations according to which we have distributed the Parliamentary grant. A Committee of the House of Commons was appointed in the last session of Parliament, and is still sitting, to inquire into the administration of the grant, and into the means of extending its benefits. In Scotland also, the Royal Commission referred to in our last report, continues to be engaged upon its task. We are ready to give our best consideration to whatever recommendations may be made by the Committee or by the Commission.

Comparison of past year with years preceding.

The past year may be regarded almost as the first which has been wholly subject to the influence of the Revised Code. That Code was not put into general operation before the latter part of 1863, and the first examinations held under it were nearly all we had to report on in 1864. The year 1865 compares not unfavourably with the two immediately preceding it.

Year ending 31 August	Number of Children.		Number of Certificated Teachers.	
	Present at Inspection.	Increase on preceding Year.	Present at Inspection.	Increase on preceding Year.
1863 -	1,092,741	35,315	9,481	582
1864 -	1,133,291	40,550	10,193	712
1865 -	1,246,055	112,764	11,266	1,073

In this Table every additional certificated teacher, except a few who are acting as second or third teachers in very large schools, represents a school brought, not only into receipt of annual grants towards its maintenance, but under the influence of annual inspection, and under those other conditions of efficiency on which an annual grant, or the amount of it, depends. The average number of scholars attending throughout the year is not more than two-thirds of the number which the schools, if all of them were quite full, might hold; but this average number falls, of course, considerably below the number present at particular times.

In schools receiving annual grants, the average number of day-scholars to each certificated teacher is 89·3, and of night-scholars 3·1.

Additional contents of present volume.

In our present Volume we have added an Index (p. 359) of the contents of each inspector's report, and also an Index of the principal matters (p. 367) which are treated of in the reports collectively.

We have also so far amended the form of the Appendix No. 3 (p. 495), as to give the amount of the annual grant, and of the average number of scholars, in 1865, under the name of each aided school. As the annual grant is conditional upon the number and attainments of the scholars, upon the sufficiency of the teachers, upon the state of the premises, and upon the amount and composition of the funds, a calculation of the rate of grant per scholar in different schools, if made from this appendix by any person conversant with the schools of a particular neighbourhood, will suggest useful comparison and inquiry. A discreditable practice of which Mr. Watkins (p. 240) complains, and of which instances have occurred in other districts, may thus, at least in some degree, be checked:—

> I have frequently observed with regret in local newspapers, after the inspection of a school, flaming paragraphs about its results, that "the "inspector expressed himself highly pleased;" that "the examination "was most satisfactory to the managers;" that "the attainments of "the children were far above average;" that "all the questions were "answered with rapidity and precision," &c., when the inspector has never expressed an opinion on the subject, when the managers were not even present at the examination, and when the state of the school would be expressed by the word "moderate," a word well known and often used in such circumstances by the inspectors. I have sometimes thought that it would be right to notice such statements and show their untruth, but have concluded hitherto that it would be wiser to treat them as below notice, and as of no use towards the object for which they are framed. They can proceed only from one source, and certainly are not evidences of an improved standard of education in telling the simple truth. It would be well if some public and authoritative notice could be circulated every year of the state of schools under inspection, both as an encouragement to the good and a warning to bad schools. Local newspapers would, for the most part, gladly publish such notice, and thus be the means of conveying very useful information to their readers.

It rests with the managers of schools to act upon this suggestion. The inspector writes a short summary for communication to them, as part of his report upon each school to the Committee of Council, and a copy of this summary is sent to them as part of the official letter in which their annual grant is announced. The same letter specifies the average number of scholars attending the school; the number presented for examination; and the number passed in reading, writing, and arithmetic respec-

tively. Considering, therefore, how easy it is to publish the *ipsissima verba* of the inspectors, we trust that, after this caution, no reliance will be placed upon any other statement of their opinions respecting the merits of particular schools. The reasons which have led the Committee of Council to discontinue the printing of these summaries at the public expense are set forth in the Committee's Report, 1858–9, p. xi.

INSPECTORS' REPORTS.

The following are some of the principal conclusions which will be found to be supported by the testimony of Her Majesty's inspectors:—

Superiority of schools under certificated teachers.

1. The schools which, not being under certificated teachers, fail to receive annual aid are inferior to the aided schools, and their position is often due to nothing but the want of will to improve it.

Barry, p. 32. Blandford, p. 78. Bonner, p. 84. Hernaman, p. 117. Meyrick, p. 142. Robinson, p. 176. Watkins, p. 238.

Effect of individual examination under Revised Code.

2. The system of examination under the Revised Code is administratively feasible, has secured greater attention to the lower classes and to the less proficient children in schools, and has led to more uniform progress in reading, writing, and arithmetic. It has improved discipline and attendance. Many difficulties of classifying the scholars impartially for examination would have been avoided had our original proposal of examining according to age been retained.

Alderson, p. 245. E. Arnold, p. 25. Barry, p. 47. Binns, p. 59 and p. 64. Black, p. 283. Blandford, p. 79. Bonner, p. 82. Brodie, p. 252. Fraser, p. 98. Kerr, p. 300. Meyrick, p. 144. Oakeley, p. 260. Sharpe, p. 205 and p. 214. Sewell, p. 191. Scoltock, p. 268 and p. 269. Scougal, p. 342. Temple, p. 218 and p. 222. Warburton, p. 226. Wilkinson, p. 355. Woodford, p. 324.

Mr. Renouf inspects schools (Roman Catholic) attended by children from some of the poorest parts of the population in Great Britain, and he thus records (p. 273) his experience of examinations under the Revised Code.

As a large proportion of the schools in the district had been visited by me more than once before the end of last August, it is with perfect confidence that I can speak of the satisfactory progress which has been made, particularly in the lower classes of the schools. I say this without forgetting that the number of "tenths" deducted in consequence of my reports has been much larger than I should have wished. When I began my tour of inspection last year I found a good many schools utterly unprepared for a system of individual examination. Some teachers and even managers had been in the habit of considering an examination as very satisfactory if a correct answer to every question asked could be elicited from the collective wisdom of the class, and they considered it unjust not to allow the knowledge of one child to compensate for the ignorance of another. The examination of Standard I

was a most laborious and distressing task. Most children, instead of at once writing down the letters or figures dictated to them, bent over their neighbours' slates, in hopes of being able to appropriate a part at least of what they saw there, the general result being a series of cabalistic strokes which no human ingenuity could decipher. Among the more advanced children figures were named at sight readily enough, but the favourite way of writing "ten," "twelve," was 01, 21, and the additions and subtractions required for the Standard were very poor indeed. The reading of a large number of the children had been confined to the first two or three pages of the primer, or to one or two reading cards (often in very tattered condition), and many had never attempted to read without spelling. Standard II had made some progress in reading, but the writing was often simply illegible; the failures in easy addition sums were extremely numerous, and a fair knowledge of the multiplication table was a comparatively rare accomplishment. In Standard III, I very commonly found multiplication by two or more figures (particularly if any one of these was 0) to be an absolute stumbling-block. From many children in these classes it was impossible to extract an answer. It is in these three Standards that the greatest improvement is perceptible. There are now very few schools in the district from which the defects which I have enumerated as being extremely common last year have not almost wholly disappeared, and I am happy to say that some of the schools in which I was obliged to report most unfavourably have this year passed their examination most successfully.

Very inaccurate notions were widely prevalent last year among both managers and teachers as to the capabilities of children. Some professed an utter contempt for the new system of examination, and others were inclined to look upon it as setting up an ideal simply unattainable by children. One manager assured me that he looked upon it as an ingenious device for securing the greatest number of failures. The obstinate silence of children in the lower Standards was explained by the "nervousness" inherent in all young children. I hope it is now beginning to be generally understood that there is no reason why in a good school every child who has been regular in attendance should not under ordinary circumstances be able to pass in all three subjects.

Article 46, which requires that each child, for whose examination a grant is claimed, shall pass in a higher standard than in the preceding year, has a good influence, but creates some difficulties in regard to exceptionally stupid or backward children.

Alderson, p. 247. Kennedy, p. 127. Moncreiff, p. 160.

The examinations, both in England and Scotland, under the Revised Code (pp. 7–12) continue to exhibit the following result, which ought not to be regarded as satisfactory. An ordinary child who is upwards of 10 years of age can, if properly instructed, pass Standard VI; but little more than half of the total number of children above 10 years of age are presented for examination, not in Standard VI only, but in Standards IV, V, VI taken together, and barely a third of the same total number pass successfully in any one of the Standards IV, V, VI. The carelessness of the parents in not enforcing the attendance of their children is often in fault.

Unduly small number of children who pass in Standards IV—VI.

Warburton, p. 230.

Prepayment of fees, with a liberal discount in proportion to the length of the prepayment, should be encouraged as a remedy for this evil.

Largest number of failures in arithmetic.

Arithmetic continues to be the subject in which the greatest proportion of failures occurs. The per-centage of failures has been as follows :—

Comparative number of failures in each subject of examination.

England and Wales.		In the 12 Months ending 31st Aug. 1865.	In the 12 Months ending 31st Aug. 1864.	England and Wales.		In the 12 Months ending 31st Aug. 1865.	In the 12 Months ending 31st Aug. 1864.
Day Schools.	Reading	11·23	11·87	Night Schools.	Reading	10·93	13·05
	Writing	13·09	13·98		Writing	16·71	19·68
	Arithmetic	23·58	23·69		Arithmetic	21·38	23·36

Scotland.		In the 12 Months ending 31st Aug. 1865.	In the 5 Months ending 31st Aug. 1864.	Scotland.		In the 12 Months ending 31st Aug. 1865.	In the 5 Months ending 31st Aug. 1864.
Day Schools.	Reading	7·64	10·89	Night Schools.	Reading	15·73	19·75
	Writing	20·13	28·06		Writing	22·16	36·31
	Arithmetic	28·04	33·04		Arithmetic	26·54	32·96

Grants under Revised Code.

Out of the average number of day scholars attending the schools inspected, 60 per cent. were presented for individual examination in Scotland, and 66 per cent. in England and Wales. In Scotland, although inspection and examination are conducted according to the Revised Code, nevertheless grants continue to be paid as under the Code of 1860 ; it is in England and Wales only that individual examination directly affects the grant. In England and Wales the grant payable (before additions under Article 54, or reductions under Articles 51–2) for the maintenance of elementary day schools was 395,346*l.* 18*s.* 8*d.*, and 8,958*l.* 6*s.* 6*d.* for that of evening classes. Out of the total sum, 404,305*l.* 5*s.* 2*d.*, the amount payable after individual examination was 189,197*l.* 10*s.* 4*d.*, or 46·7 per cent. ; the remainder was payable without individual examination, viz., for children under six years of age, 46,659*l.* 16*s.* 11*d.*, and upon the average number of scholars attending, 168,447*l.* 17*s.* 11*d.* The additions, under Article 54, amounted to 8,672*l.* 0*s.* 1*d.*, and the reductions, under Articles 51–2, to 26,014*l.* 2*s.* 8*d.*, of which latter sum, 16,810*l.* 2*s.* 5*d.* was withheld from endowed schools. The extension of Article 53[1] to all endowed schools has operated during one quarter only of the year (*ending* 31st *August* 1865) to which these figures refer. During the rest of the year, small rural schools only had the benefit of the rule that "the reduction of the grant is suspended, as long as

" the grant and the endowment together do not make a " total sum exceeding 15*s.* per scholar."

Instruction in other subjects than reading, writing, and arithmetic.

3. The Revised Code has tended, at least temporarily, to discourage attention to the higher branches of elementary instruction—geography, grammar, and history.

Alderson, p. 245. E. Arnold, p. 25. Barry, p. 49. Binns, p. 66 and p. 67. Campbell, p. 90. Fraser, p. 102. Hernaman, p. 111. Kerr, p. 299. King, p. 137. Meyrick, p. 145. Sharpe, p. 208. Warburton, p. 228. Wilkinson, p. 355.

There are, however, signs of recovery; and those schools do best in the elementary subjects where the higher are not neglected.

Scoltock, p. 270. Temple, p. 219. Woodford, p. 326.

The early age (p. 3) at which the majority of the children of the poor leave school, their fluctuating attendance (*ibid.*), the consequent difficulty of giving to all a really practical command even of the bare instruments of knowledge within the time allowed, and the mental discipline derivable from thorough instruction by intelligent methods however limited the subject-matter, must be weighed in striking the balance between loss and gain.

Brodie, p. 253. Oakeley, p. 260. Sewell, p. 193.

Religious instruction.

4. Religious instruction is given in a painstaking, but not always in an interesting or intelligent manner. The memory is loaded in a greater degree than the reason or the conscience is exercised.

Barry, p. 48. Binns, p. 66. Bonner, p. 83. Campbell, p. 91. Fraser, p. 102. King, p. 134. Meyrick, p. 147. Moncreiff, p. 160. Kerr, p. 297. Scougal, p. 333. Sewell, p. 198. Warburton, p. 225. Watkins, p. 235. Woodford, p. 325.

Decrease of pupil-teachers.

5. The introduction of the Revised Code has been followed by a great diminution in the number of pupil-teachers, especially of male pupil-teachers. The principal cause is one which had already begun to be felt under the former Code, and had been frequently noticed by Her Majesty's inspectors in their reports, viz., the competition of other employments, and the general rise of wages.* Of subsidiary causes, acting at present in the same direction, one is, that the managers of schools having an average annual attendance of more than 89 scholars are now required, in consideration of an annual grant, to maintain a minimum number of pupil-teachers, whereas, under the old system, the Government paid the whole cost of pupil-teachers, and the same managers had every temptation to

* Reports of the Committee of Council on Education, **1857–8**, pp. 295, 404, 531, 617, 710; **1858–9**, p. 94; **1859–60**, pp. 39, 94; **1860–1**, p. 141.

press upon the Government for an allowance of the maximum number. Mr. Kennedy (p. 121) says:—

It is almost amusing to see the different kind of feeling which prevails about the number of scholars returned as in average attendance. Under the old Code, in a school of about 130 children, for instance, the desire was to prove that the average attendance reached 130, in order that two [*three*] pupil-teachers might be granted. In the same school the desire now is, to show that the average falls below 130, in order that two pupil-teachers may not be required.

Another subsidiary cause is said to be that the friends of the pupil-teachers think their career less assured than it was when the Government, and not their employers, paid them. Some inspectors, especially in Scotland, do not regard the diminution in the number of pupil-teachers with unmixed regret. The chief anxiety expressed has regard to the future supply of trained schoolmasters.

E. Arnold, p. 18. Binns, p. 62. Barry, p. 35. Black, p. 290. Bonner, p. 82. Campbell, p. 92. Hernaman, p. 112. Kennedy, p. 126. King, p. 139. Meyrick, p. 145. Moncrieff, p. 149. Oakeley, p. 261. Robinson, p. 169. Scougal, p. 344. Sewell, p. 202. Sharpe, p. 211. Temple, p. 223. Warburton, p. 229. Watkins, p. 240. Wilkinson, p. 354.

The number of male pupil-teachers in 1864 (31 *December*) was 5,725. Up to the same day in 1865 the number was 5,207. The reduction in 1865, as compared with 1864, has been at the rate of 9 per cent.; but the reduction in 1863, as compared with 1862, had been 11·5 per cent.; and in 1864, as compared with 1863, as much as 18·7 per cent. The number of male candidates who obtained admission into the normal colleges in January 1866 was 508, against 501 in 1865. Of the former number 475, and of the latter 474, had been pupil-teachers.

The number of female pupil-teachers in 1865 (31 *December*) was 6,014, against 6,436 in 1864, being a reduction at the rate of 6·5 per cent. The reduction in 1863 had been 8·3 per cent., and 9·8 per cent. in 1864. The number of female candidates who obtained admission into normal colleges was 707 in January 1866, against 697 in 1865. Of the former number 640, and of the latter 634, had been pupil-teachers.

The total number of pupil-teachers in 1862 (31 *December*) was 15,752, against 11,221 in 1865, showing a diminution of 28·7 per cent. We think this diminution greater than is desirable. The past year shows a less rapid decline.

Increase of assistant teachers.

The number of assistant teachers (ex-pupil-teachers, pursuant to article 90) has been rapidly increasing.

In 1862 it was 449,	In 1864 „ 688,
„ 1863 „ 461,	„ 1865 „ 912.

The opinion of the inspectors of schools respecting their merits, as compared with pupil-teachers, is divided.

Kennedy, p. 125. Moncreiff, p. 150. Sharpe, p. 211. Oakeley, p. 262. Scougal, p. 344.

The greater age of the assistants can hardly fail to make them more useful in schools than pupil-teachers of lower standing than the fourth and fifth years of their service. The managers are led to prefer assistants to pupil-teachers, because the engagement of the latter involves an obligation extending over several years; while the engagement of assistants, like that of principal teachers, is terminable by simple notice. An assistant under the Old, as well as under the Revised Code, is reckoned in place of two pupil-teachers; the increase, therefore, since the year 1862, of 463 assistants may, so far as the immediate service of elementary schools is concerned, be said to cancel 926 in the number whereby the pupil-teachers have been diminished, and to make the diminution 22·9 instead of 28·7 per cent., as above stated, on the number of the pupil-teachers only. In some of the very large schools a second or third certificated teacher is occasionally appointed.

Acting teachers.

In December last, 318 acting teachers of schools presented themselves to be examined for certificates, and 258 of them passed.

Provisionally certificated teachers.

There are now serving in schools 58 provisionally certificated schoolmasters and 128 schoolmistresses (article 132), being an increase of 44 since the date of our last report.

Students in normal colleges.

The number of male students in normal colleges was—

In 1865, England, 860; Scotland, 238.
„ 1866, „ 818; „ 212.

The number of female students in normal colleges was—

In 1865, England, 1,156; Scotland, 228.
„ 1866, „ 1,145; „ 232.

The present number, 2,407, of students is equivalent to a supply of 1,200 trained teachers per annum.

Reports by Her Majesty's inspectors upon the normal schools under inspection, with detailed statistics, will be found at pp. 374–494 of this volume.

Night schools.

6. Night schools are increasing in number, but are indifferently classified, especially for examination, and are often wanting in discipline.

Barry, p. 45. Bonner, p. 81. Renouf, p. 278. Sharpe, p. 213. Watkins, p. 237.

Log book.

7. The log book is often ill and unintelligently kept by teachers.

Barry, p. 52. Brodie, p. 257. Scougal, p. 333. Wilkinson, p. 356.

Managers.

8. In some cases the managers of schools exhibit an inclination to throw the whole pecuniary risk upon the teachers,—thereby reducing the schools to the level of private adventure; placing themselves in a highly questionable position as to the worth of the certificates of character which are required from them; and, lastly, surrendering all power to direct the instruction and practice of the school in any other course than that which appears, however shortsightedly, to lead the nearest way to a grant. In other cases, sufficient care has not been taken by managers to become familiar with the details indispensable to their own co-operation with the Government in inspecting and aiding their schools.

Brodie, p. 257. Kennedy, p. 121. Scoltock, p. 268. Scougal, p. 332. Warburton, p. 224. Many of the references under the preceding sections 3, 4, and 5 bear upon this subject.

We hope that not many cases occur like two recorded by Mr. Warburton, p. 225.

There is another evil, and I think a serious one, connected with the manner in which the grant is earned, though the school authorities are directly responsible for any consequences which may follow. They, feeling how much depends on a good muster for the inspection, insist (sometimes against the remonstrances of parents) on the appearance of children who are not sufficiently recovered from dangerous or infectious complaints, to make their attendance safe, either for themselves or others. At a time when scarlatina was epidemic in a thickly populated district, I had children brought to be examined with throats bandaged and skin peeling, who ought certainly to have been in bed, and one of whom had to be taken away during the examination. On another occasion the manager of a school, after the examination was, as I thought, completed, came to me, and said that he would be much obliged if I would examine five children who were waiting in the class-room, as it was unsafe to introduce them into the school-room, and I subsequently found the mother of one of these children crying outside the door from anxiety respecting her little boy, who had been brought out of his sick room in order to be present at the inspection.

Under the word "managers" we are in fact speaking of that basis of voluntary action upon which the whole system administered by the Committee of Council on Education, so far as it is not centralized in the hands of the Government of the day, depends for its continuance and extension. The vitality which voluntary action, where it operates, ensures, is counterbalanced by its uncertainty. Mr. Temple (p. 217) reports:—

A third class of schools is inspected because at some time or other grants for building have been received, or "annual grants" have been obtained, and the schools, although no longer receiving them, have not been withdrawn by the managers from inspection.

In days gone by some clergyman or landowner has been active in the cause of education in the neighbourhood, and has accomplished the building of a school-room, and the maintenance of efficient teachers and

means of instruction, but he is dead, or gone, and no one has arisen to take his place.

Cases of this kind make one feel how very precarious after all is the provision for the education of the poor when it depends upon individual and voluntary zeal and benevolence.

Fees.

9. There is a tendency to charge higher fees (p. 6) than formerly. This higher charge is often no more than just, and, so long as the poorest are not excluded, is advisable. We desire to call attention to some important correspondence, between the Charity Commissioners and the Committee of Council on Education, at pp. lv–lvii. of this volume.

Hernaman, p. 114. Kennedy, p. 121. Oakeley, p. 260. Watkins, p. 236.

Fees and grant sometimes sufficient without subscriptions.

The managers of schools, in abdicating their proper functions of control, are often led to do so under the impression that great pecuniary sacrifices are demanded of them. Such is not always the case. In round numbers, the cost of instructing a child in a school of the annual grant standard may be set down at 9*d.* per week, being less if the school be very large, more if it be very small; in the mining and manufacturing districts, where wages are high, the schools are large. Of the cost of 9*d.* per week, the Government contributes about 3*d.* A weekly fee therefore of 6*d.* makes a school of 500 children independent of voluntary subscriptions for its maintenance, as appears by the following calculation, which is made upon a basis (p. 5) corresponding to high wages, and for a staff of teachers much above the Government minimum. A school of 500 children requires to be organized in three departments, consisting of 150 boys, 150 girls, 200 infants.

	£
150 boys require 1 master - - -	100
„ „ 4 pupil-teachers - -	80
150 girls „ 1 mistress - -	70
„ „ 4 pupil-teachers - -	60
200 infants „ 1 mistress - -	60
„ „ 1 assistant - -	40
„ „ 2 pupil-teachers - -	30
Stationery, books, fire, lights, &c. - -	100
Repairs - - - - -	60
	£ 600

A fee of 6*d.* per week, paid by 500 children for only 40 weeks, gives 500*l.*, and there remains (at least) another 200*l.*, or, if the school is a good one, 250*l.*, obtainable from the Government. The surplus 100*l.* would allow 50

scholars to come in free, and another 100 at half fees; thereby meeting the case of families belonging to widows, sick workmen, or other persons in difficulty. It is assumed that the school has proper buildings, rent-free; and that it differs also in this respect from one of merely private adventure, in having managers who engage the teachers at fixed salaries, retain the power of dismissing them, pass all receipts and expenses through an account kept by themselves, and undertake the whole responsibility of maintaining the school.

The difficulties of managers are sometimes pleaded most loudly in parts of the country where labour is in greatest demand. No rich persons (it is said) are resident, the employers do not subscribe. But if the rise of wages, and the increased prosperity of the working class consequent thereon, be considered, it is impossible to admit that 70·28 per cent. of the children ought to be paying less than 3*d.* per week in annual grant schools. The children returned (p. 4) as belonging to a purely agricultural population are only 25·3 per cent. of the whole number. Mr. Oakeley's words (p. 261) are worth quoting:—

> Where the school pence have been moderately increased for a time the numbers have fallen off, but in six or eight months in all the cases with which I am acquainted they have risen to the former standard. The real difficulty in towns is to be referred to the competition of schools of different denominations. The managers of any given school fear that if the pence were raised the children would migrate to a neighbouring school. This obstacle, however, is generally capable of being removed by a mutual understanding, the pence being raised simultaneously at all the schools in the town.

Local employments adverse to education.

10. Of local hindrances to education, Mr. Robinson mentions *straw-plaiting*, of which he gives a detailed account (pp. 178–183); Mr. Meyrick (p. 146), and Mr. Sewell (p. 185) mention the *field gang system*.

Factory Acts Extension.

Mr. Fraser (p. 103), and Mr. Scoltock (p. 270) report favourably of the working of the "Factory Acts Extension Act, 1864" (27 & 28 Vict. c. 48.), in the Potteries district of Staffordshire.

Mr. Moncreiff, Mr. Robinson.

11. Mr. Robinson and Mr. Moncreiff report, with little or no qualification, against the working of the Revised Code. Of the religious instruction Mr. Robinson (p. 171) reports:—

> An anxious supervision of the religious instruction, and, where circumstances permit, the constant personal teaching of scriptural truth by the parochial clergy, marks the present time even more than usual. On the whole the efficiency and prominence of the religious training of the upper classes is maintained, but in numerous instances has diminished in the lower part of the schools. Defects of this nature are accounted for or justified on the score that all the time is required to bring the first

and second standards up to the mark in secular knowledge, or that young and inexperienced monitors cannot be placed over the upper classes whilst the master or mistress is employed with the younger children.

Misapprehensions have likewise arisen as to the regulations of the New Code. I quote a passage from a letter addressed to me by a clergyman and manager, after it had been my duty to point out where improvement was needed; he says:—

"It gives me much pleasure to think that more school-time may be devoted to religious subjects, for I was under the idea that such time had almost to be stolen from the secular work, and did not meet with the approbation of the council."

It does not seem needless to say that the religious knowledge maintains the place, the foremost place, it has ever had in your Lordships' requirements.

Of the small rural schools Mr. Moncreiff (p. 154) reports:—

The schools which suffered most from the introduction of the Revised Code were the very small schools with certificated teachers. The loss of the augmentation can very seldom in their case be made up by the new grants. And even the augmentation hardly balanced the greater proportionate expensiveness of a little school kept up to the standard of efficiency.

I propose, then, without drawing any line between school and school, that the first 120 "passes" in any school be paid at a higher rate, say 4*s.* instead of 2*s.* 8*d.* This would give but little trouble; the amount (24*l.*) would become a fixed quantity for all except the very smallest or the very feeblest schools. It is obvious that the additional amount would be a boon to the small and but a trifle to the larger school. It would also diminish the relative loss by unavoidable accidents of inspection.

Mr. Moncreiff concludes his report with these words:—

I have a strong feeling that the present duty of every true educationist is, not indeed to change or even modify his views, but honestly to work the system as it stands till sufficient experience has been gained to guide to future legislation. Nothing has stood, nothing now stands, more in the way of progress than the want of confidence engendered by frequent changes.

(Signed) GRANVILLE.
H. A. BRUCE.

The Council Chamber, Whitehall,
29th May 1866.

REVISED CODE (1866)

OF

Minutes and Regulations of the Committee of the Privy Council on Education.

Preliminary Chapter.

1. A sum of money is annually granted by Parliament for public education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either :

(*a.*) For the instruction of children (*elementary*) ; or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either :

(*a.*) A school in connexion with some recognized religious denomination ; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the managers conditional upon the attendance and proficiency

of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

(*b.*) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(*c.*) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(*d.*) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(*e.*) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.)

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools, Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already

conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

Chapter II.

GRANTS TO MAINTAIN SCHOOLS.

Part I.

ELEMENTARY SCHOOLS.

Section I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, and the State of the Schools.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening* meetings, not being less than 40, of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school :—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age, and present on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

*40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

*44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or, when more convenient, at another time under the direction of the managers (Articles 142–9).

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

45. Every scholar attending more than 24 times in the evening, for whom 5*s.* is claimed, forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.*

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40, *b* :—

(*a.*) Upon examination.

(*b.*) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

†47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (commonweights and measures).	A sum in practice or bills of parcels.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he

* See Supplementary Rules, page li.

† Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67), except in united schools (Article 136), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers and accounts be not kept with sufficient accuracy to warrant confidence in the returns.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector or inspectors takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3].)

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

*53[1]. The reduction prescribed by Article 52 *d* is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

55. In every school receiving annual grants is to be kept, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in

the log-book accounting for any subsequent change of the school establishment.

*63[1]. A log-book must be kept in each united school (Article 140 *b*.)

Section II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a*.) Certificated teachers. (*b*.) Pupil-teachers. (*c*.) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119 and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates, must (in addition to Articles 68 and 71) fulfil one of the following conditions, viz. :—

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

(*a.*) They must have resided for one or more years as students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Must be upwards of 22 years of age, and either,

1. Have completed an engagement as pupil-teacher satisfactorily; *or*,
2. Have obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 79, 80) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers and Inspector.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(*a.*) *That the school* is reported by Her Majesty's inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms:—

To be stamped with a stamp of 2*s.* 6*d.*

MEMORANDUM OF AGREEMENT between [1] _____ _____ herein-after called *the managers,* on behalf of the managers of the _____ school and [2] _____ _____ herein-after called *the surety* _____ the [3] _____ of [4] _____ herein-after called *the pupil-teacher.*

[1] Names, &c. in full of a quorum of the managers.

[2] Names, &c. in full of father or other surety of the assistant.

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

The said managers for themselves, their executors, administrators, and assigns, agree with the said surety, h[5] ___ executors, administrators, and assigns, as follows :

[5] His or her.

1. To engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week.

2. This engagement shall begin on the first day of [6] _____ 186__, and shall end on the last day of [7] _____ 18[8] ___, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

[6] Article 17.

[7] Preceding month.

[8] Five full years, but if this falls beyond the candidate's 19th year (completed), any less number of years, not under two, may be inserted if the parties wish it, and if the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours

per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]_____own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed this____ day of _____ 18____

_____

_____

_____

_____

_____ Witness.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers or otherwise*), forms and instructions for a new agreement (with stamp) may be obtained upon application (Article 21) to the Committee of Council.

82. The Committee of Council is not a party to the engagement, and confines itself to ascertaining, on the admission of the apprentice and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors, and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements ; and—

(*b.*) The vacancies have not been occasioned by voluntary causes (*i.e.* causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b.*)

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to

88.]

	Health. *Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.*	Certificates of Character and Conduct. In Church of England Schools.	Certificates of Character and Conduct. In Schools not being Church of England Schools.	Reading.	English Grammar. [*After Admission, Latin Grammar, as alternative.*]	Writing and Composition.	Arithmetic and Mathematics.	Geography.	History.	Drawing. *Where suitable Means of Instruction exist.*	Music. *Where suitable Means of Instruction exist.*	Religious Knowledge. In Church of England Schools, the Clergyman assisting in the Examination.	Religious Knowledge. In Schools in Scotland.	Religious Knowledge. In Schools where the Managers are not desirous of coming under the Obligation of giving the Instruction set forth in the Two preceding Columns.	Religious Knowledge. In Schools where the Managers object on Religious Grounds to give any Certificate concerning the Religious State of their Schools.
For Admission.	A *medical* certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from the clergyman and managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	A certificate from the managers that the moral character of the candidates and their families justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures. Male Pupil-teachers. / Female Pupil-teachers.	To have an elementary knowledge of geography.	- - -	1. If exercises in freehand, linear geometry, linear perspective, and model and object drawing be worked successfully during the apprenticeship, the fact is registered, and the pupil-teacher is credited with a corresponding number of marks in any future examination for a teacher's certificate. 2. The exercises may be worked in any order throughout the years of apprenticeship. 3. Pupil-teachers may study and be examined (about *March* in each year) at any of the drawing schools in connexion with the Department of Science and Art. 4. Pupil-teachers, although not studying at such drawing schools, may be permitted (by arrangements between the managers of the schools in which they are apprenticed and the master of any such drawing school) to be annually examined there. 5. An annual examination in drawing is also held in *November* at each of the Normal Colleges (Article 94*a*), and pupil-teachers, who obtain permission from the authorities of them, may attend there, if more convenient, for examination. 6. For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to "The Secretary, Department of Science and Art, South Kensington, London, W."	- - -	To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To repeat the Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To produce a certificate from the managers of the school that the religious knowledge of the candidate is satisfactory to them.	No annual certificates are required, but it must have appeared that the school fulfils the conditions of Article 8.
End of 1st Year.	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers on religious grounds object to give it, and if the school fulfils the conditions of Article 8.	Improved articulation and expression in reading.	The noun, verb, and adjective; with their relations in a simple sentence. [*As an alternative exercise, the regular declensions of Latin nouns, and the meaning in English of the Latin prepositions.*]	To write from memory the substance of a passage of simple prose, read to them with ordinary quickness.	Practice and proportion. / Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	- - -		Shapes of notes and rests. Staves. Places of notes on the treble stave.	The Holy Scriptures and Catechism, with illustrations by passages from Holy Writ.	The Holy Scriptures and the Assembly's Shorter Catechism, with illustrations by passages from Holy Writ.	Same as above.	—
End of 2d Year.	Same as at end of first year -	Same as above -	Same as above -	Improved articulation and expression in reading.	The pronoun, adverb, and preposition; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.*]	To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of meaning.	Vulgar fractions. / Proportion	Europe and ancient Palestine.	- - -		Dotted notes and rests. Time, various kinds of, and signatures of. Diatonic scale.	The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	—
End of 3d Year.	Same as at end of first year, but *from medical practitioner.*	Same as above -	Same as above -	Improved articulation and expression in reading.	The conjunction with the analysis of sentences. [*As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb esse.*]	To write notes of a lesson on a subject selected by the inspector; and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning.	Decimal fractions; and Euclid, Book I., to end of XVth Proposition. / Vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.*]		Intervals. Sharps and flats. Accidental intervals.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 4th Year.	Same as at end of first year -	Same as above -	Same as above -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. [*As an alternative exercise, the conjugation of the verbs posse, velle, and the concords.*]	To write an account of the organization of the school, and of the methods of instruction used: and to be able to repeat 100 lines (including the former 50) of the same poet as at the end of the 2d year, with just expression and knowledge of the meaning.	Euclid, Book I., to the end of XXVIth Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic. / Decimal fractions.	Asia and Africa.	Outlines of British history to the accession of Henry VII.		Places of notes on the bass stave. Major and minor scales. Common characters used in music.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 5th Year.	Same as at end of first year -	Same as above -	Same as above -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [*As an alternative exercise, recapitulation of the preceding exercises in Latin.*]	To write an original composition on some simple subject to be selected by the inspector within the range of this Table, and to be able to repeat (including the former 40) 80 lines of the same prose writer as at the end of the 3d year, with just expression and knowledge of the meaning.	Euclid, Book I.; and recapitulation of the preceding rules in Arithmetic and Algebra. / Recapitulation of the preceding rules.	America and the oceans.	Outlines of British history from the accession of Henry VII. to the present time.		Transposition. Alto and tenor staves. Recapitulation of preceding exercises.	More completely in the Holy Scriptures, Liturgy, and Catechism.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—

the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be examined as a candidate for admission into a Normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers,

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

Section III.
ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d.*) from endowment; but the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17 (*Article 53[1]).

Part II.
NORMAL SCHOOLS.
Section I.

94. A normal school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b.*) A practising department, in which such candidates may learn the exercise of their profession.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

Section II.
Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of 14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6) upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) that the training has been previously recognized by the Committee of Council as a complete and special course for teachers of infants; and

(*b.*) that they have obtained their certificates after probation (Articles 73–6) in infant schools.

100. The grants specified in the Articles 98–9 will not come into full operation before the year commencing 1st January 1868. Provisional arrangements for the years 1864–7 are included in Article 101.

101. In January 1864 was ascertained—

(*a.*) What had been *the average annual sum* paid to each College on account of students examined in December 1860–1–2, and of Queen's scholars, certificated assistants, and lecturers resident in the years 1861–2–3. *This sum remains constant in the calculations which follow in this Article.*

(*b.*) What *number of teachers* trained in it during two years, or during one year conformably to Article 99 (*a*), had, in 1863, become qualified, or been reported, as required by Article 98, or 99 (*b*).

The annual grant to each college was—

In 1864 four-fifths of the said average annual sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported in 1863.

In 1865, three-fifths of the said average annual sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported in 1863–4.

In 1866 the number will be ascertained of teachers so qualified or reported during the three years 1863–5; in 1867, the number during the four years 1863–6; in 1868, the number during the five years 1863–7.

In 1866, the grant to each Normal school will consist of two-fifths of the said average annual sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the three years 1863–5.

In 1867, of one-fifth of the said average sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the four years 1863–6.

In 1868, of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the five years 1863–7.*

In 1869, and in each subsequent year, the earliest year of the five will be replaced by the year last ended.

102. The annual grant to each college, whether payable under Articles 98–9, or, until 1st January 1868, under the provisional arrangements specified in Article 101, must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

†102[1]. The number of students in continuous trainin must not exceed,—

(*a.*) *In England and Wales*, the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland*, the actual number in training in 1862.

†102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January;* and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the

* If A = the average sum paid in 1861–3, and T the number of teachers on each of whom £*x*. is to be allowed, the following formula expresses the result:—

Grant for 1864 = $\frac{4}{5}$ A + £*x* T (1863).

„ „ 1865 = $\frac{3}{5}$ A + £*x* T (1863–4).

„ „ 1866 = $\frac{2}{5}$ A + £*x* T (1863–5).

„ „ 1867 = $\frac{1}{5}$ A + £*x* T (1863–6).

„ „ 1868 = £*x* T (1863–7).

† Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*).
		£ s. d.
First year's residence	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

Section III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each Normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each Normal school on their own responsibility, subject to no other conditions than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98 *b*;

(*b.*) are more than 18 years old; or,

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

(*c.*) have successfully completed their apprenticeship as pupil-teachers.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each Normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

*108.

109. Before candidates are admitted—

(*a.*) The medical officer of the Normal school must certify the state of their health to be satisfactory; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each college settle their own terms of admission.

111. Upon proof by the authorities of any college that candidates have not fulfilled the conditions set forth in Articles 98–9, contrary to a declaration signed by them on admission into the college, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

Section IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented who has not been resident throughout the whole year; and no student who has so resided may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Articles 73–6,) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

*123, 124.

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the college, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

*127.

Section V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in Normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102[3]), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized, under Article 81*a*, for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination (Article 78), or good service (Articles 76–7).

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* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

*131[1]. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

Part III.

SPECIAL PROVISIONS.

Section I.

Small Rural Schools.

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 131) for immediate service in charge of small rural schools (Article 133), but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil-teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

†134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52, *b*.

135. Any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six*;

(*b.*) Of which no one has within *one and a haly* miles of it, a population of more than *five hundred*;

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

(*d.*) Of which each has its own resident teacher;—

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal school (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers, at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. Articles 38–63[1] apply to each united school, but

(*a.*) pupil-teachers cannot be apprenticed (Article 81) in them (Article 136); and

(*b.*) the superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log book (Articles 56–63[1]) of each united school, and must produce it to the inspector at the time of his visit (Article 138).

*141.

Section II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39).

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* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

*142[1]. Only one examination per annum of evening scholars is held in the same school, and it may be held at any time of the year, provided that, between any two of such examinations, there intervene—

(*a*) the inspector's annual visit (Article 17); and also

(*b*) forty, or more, meetings of the school in the evening (Article 40 *a*).

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the School.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16), and the grant for the examination of the evening scholars is not paid except as part of the next annual grant to the whole school (Article 17).

†147. (The Article formerly 147 is now part of *142[1], which see above.)

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council. The day fixed for the examination must allow the interval required by Article *142[1].

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

Chapter III.

REVISION OF CODE.

150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) Granville,
Lord President of the Council.

Henry Austin Bruce,
Vice-President of the Committee of Council on Education.

Council Office, 31 January 1866.

Appendix I.

Showing separately (for 1866) all Articles cancelled or modified, and all new Articles.

Articles in the Code of 1865 which are cancelled or modified in the Code of 1866.	New Articles in the Code of 1866.
16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.	16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.
51. The grant is withheld altogether,— * * * (*d.*) If the registers be not kept with sufficient accuracy to warrant confidence in the returns.	51. The grant is withheld altogether,— * * * (*d.*) If the registers and accounts be not kept with sufficient accuracy to warrant confidence in the returns.
*53[1]. In any small rural (Article 133), or in any united school (Articles 135–140), the reduction prescribed by Article 52 *d* is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17.	*53[1]. The reduction prescribed by Article 52 *d* is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Articles in the Code of 1865 which are cancelled or modified in the Code of 1866.

81 (*f.*) *Note on Memorandum for Engagement of Pupil Teacher.*—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy.

88. *Column* "Drawing."

* * *

2. The exercises may be worked in any order, but not more than one in the same year of apprenticeship.
3. Pupil-teachers are admitted to study at any of the drawing schools in connexion with the Department of Science and Art, at half the ordinary fees.
4. Pupil-teachers, if attending such drawing schools, are not required to perform an exercise in drawing at the annual examination before the inspector, but have another opportunity of being *examined in connexion with the drawing school itself.*
5. Pupil-teachers, if not attending such drawing schools, have an opportunity of performing an *exercise in drawing at the annual examination before the inspector.*
6. Pupil-teachers, although not attending such drawing schools, may be *permitted* (by arrangements between the managers of the schools in which they are apprenticed and the master of any such drawing school), *to be annually examined there instead of at the annual examination of pupil-teachers before the inspectors.*

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d*) from endowment, but, in small rural (Article 133), or united schools (Articles 135-140), the reduction is suspended as long as the grant and the endowment together do not make

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

New Articles in the Code of 1866.

81 (*f.*) *Note on Memorandum for Engagement of Pupil-teacher.*—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (by removal of managers, or otherwise), forms and instructions for a new agreement (with stamp) may be obtained upon application (Article 21) to the Committee of Council.

88. *Column* "Drawing."

* * *

2. The exercises may be worked in any order throughout the years of apprenticeship.
3. Pupil-teachers may study and be examined (about *March* in each year) at any of the drawing schools in connexion with the Department of Science and Art.
4. Pupil-teachers, although not studying at such drawing schools, may be permitted (by arrangements between the managers of the schools in which they are apprenticed and the master of any such drawing school) to be annually examined there.
5. An annual examination in drawing is also held in *November* at each of the Normal Colleges (Article 94 *a*), and pupil-teachers, who obtain permission from the authorities of them, may attend there, if more convenient, for examination.
6. For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to "The Secretary, "Department of Science and Art, "South Kensington, London, S.W."

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce fom the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience as are required from pupil-teachers.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d*) from endowment; but the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

Articles in the Code of 1865 which are cancelled or modified in the Code of 1866.	New Articles in the Code of 1866.
a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17 (Article* 53[1]).	the average number in attendance in the year defined by Article 17 (Article* 53[1]).
141. No small rural school (Article 133) nor any united school (Articles 135-140) is subject to the full reduction of the grant on account of any endowment it may be receiving (Article* 93[3]).†	†141.
142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, at any time not less than one month before the date at which the inspector's next visit is due, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39) on a day to be named in their application.	142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39). *142[1]. Only one examination per annum of evening scholars is held in the same school, and it may be held at any time of the year, provided that, between any two of such examinations, there intervene— (*a*) the inspector's annual visit (Article 17); and also (*b*) forty, or more, meetings of the school in the evening (Article 40 *a*).
146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16).	146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16), and the grant for the examination of the evening scholars is not paid except as part of the next annual grant to the whole school (Article 17).
147. Only one examination per annum of evening scholars is held in the same school (Article 17).	†147. (The article formerly 147 is now part of *142[1], which see above.)
148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school in which a special examination of evening scholars is to be held must renew their application (Article 142) every year to the Committee of Council.	148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council. The day fixed for the examination must allow the interval required by Article *142[1].
* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered. † *Superseded by the Minute of 1 May* 1865, *extending Article* *53[1] (1865) *to all Schools.*	* Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered. † Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

Appendix II.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 16).

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.* Compare the entries opposite to No. 6 who ends a *class*, but not a *standard;* No. 8 who ends a *standard*, but not a *class;* No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

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* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII *b.* are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	Name.	Age (on next Birthday).	Date of Admission to this School.		Number of Attendances† in the Year.	Occupation of Parent. Leave Blank if the Parent (not employing Journeymen or Apprentices) supports himself by Manual Labour. *In other Cases, make an entry.*	In what class of School: *first* means *highest.*	Under what Standard last examined, enter I., II., III., &c. as case may require.	Under what Standard now to be examined, enter I., II., III., &c. as case may require.
			Year.	Month.					
1	John Jones						4th.		I.
2	Thomas Peters .						"		"
3	Henry Brown ..						"		"
4	Wm. Robinson .						"		"
5	Thomas Davies .						"		"
6	Robert Finch ..	.....	.....	.....	.....	.....	"	.....	"
7	Luke Williams .						3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	.....	"	.....	"
9	James Short ...						"		II.
10	Richard Rogers						"		"
11	Samuel Grant ..						2nd.		"
12	John Styles	.....	.....	.....	.....	Huckster‡	"		"
13	Henry Pigot....						"		III.
14	Silas Wills						"		"
15	John Miller						"		"
16	Peter Downes ..	.....	.....	.....	.....	.....	"	.....	"
17	Charles Potts ..						1st.		IV.

† *See* Rule 12.

‡ *See* Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions;*" otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction.*

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule 2 or 3 is violated.* He will in such cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. (*his Report on each candidate*) in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class,—i.e.*, all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class,—i.e.*, all who are to be examined as members of one class, according to Rule 5,—be presented *above* standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code, and do not exclude children from the grant whose parents, though not supporting themselves by manual labour, yet are of the same means and social level as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

Cases of doubt are to be determined according to the answers to one or more of the following inquiries:—

(*a.*) Does A. B. work for himself or for a master? If for himself, does he employ apprentices, or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

(*b.*) Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

(*c.*) Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

Every occupation which does not fall within *the letter* of Article 4, should be entered in column VI., but *a well-marked line* should be drawn under those entries which are thought to fall within *the spirit* of Article 4. See No. 12, in specimen schedule, *suprà*.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period ; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*, and note ‡ in pp. 2, 3, 4 of the Form IX. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours,* nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The class registers at each meeting of a school *must be marked, and finally closed before* the minimum time constituting an attendance *begins.* The inspector will inquire whether this rule has been observed. (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School ;* but the attendances (if any) opposite to such names in the class registers, must be counted under Rule 11, *suprà*, and the whole number of such names must be counted for the return "left in past year."

Correspondence between the Committee of Council on Education and the Charity Commissioners, relative to the Payment of Fees by the Scholars in Endowed Schools under Inspection.

No. 1.

Sir, Education Department, 12th August 1865.

The Charity Commissioners are probably aware that my Lords distinguish between endowed schools and others in awarding their annual grants.

No school can obtain an annual grant exceeding the rate of 15*s.* per scholar according to the average number in attendance; but, in endowed schools, the grant *and the endowment*, together, must not exceed 15*s.* per scholar.

As the average rate of grant, which primarily depends upon the numbers, and the merit, of each school, yields at present from 9*s.* to 10*s.* per scholar, the reduction affects as yet those schools only which are endowed beyond the rate of 25*l.* or 30*l.* per 100 scholars; but it will apply more widely, in proportion as the average rate of grant rises, which it is likely to do as schools improve.

The managers of endowed schools, however, often complain that their advantage over unendowed schools suffers a serious drawback from the fact (among others) that they cannot exact fees from their scholars.

The complaint must, of course be understood to be confined to those parents who can pay fees, and who, but for the terms of the endowment, would do so; since the parents who really cannot pay fees are as unremunerative to unendowed, as to endowed schools, and it cannot be contended that, for receiving the children of such parents, endowed schools start with no advantage over unendowed ones.

My Lords consider that, in justice to the taxpayers, among other reasons, parents should contribute towards the education of their children; and some idea of the increased burthen which would devolve upon public and charitable funds, if the education of the poor were gratuitous, may be gathered from the fact, that the scholars' fees of 7,239 schools visited by Her Majesty's inspectors in the year ended 31 August 1864, amounted to 382,110*l.* If the rest of the schools of the same class were added, the amount would considerably exceed 500,000*l.* per annum.

My Lords desire particularly to bring under the consideration of the Charity Commissioners those many cases where the amount of the endowment is plainly inadequate to pay for the whole of the children's education, which, in a good elementary day school, does not average less than 30*s.* per annum, and is put down at that amount by the Royal Commissioners on Popular Education in their report, p. 345. My Lords desire me to point out that the founder who, under such circumstances, stipulates for gratuitous education, is often declaring a perpetual trust for the due execution whereof he has not provided means, and that his intention, if absolutely respected, is allowed to prevail beyond the measure of his own liberality, as well as of his own life. A limitation upon the number of free scholars has often the same effect as a power to exact fees from all.

Their Lordships would derive much assistance in their administration from knowing (if it were possible to state) in what kind of cases the Charity Commissioners would be likely to authorize the trustees of

endowments for the education of the poor to exact moderate fees from the scholars, and in what kind of cases they are precluded from doing so.

I have, &c.
J. Sykes.

To the Secretary,
Charity Commission.

No. 2.

Sir, Charity Commission, 22nd August 1865.

In acknowledging the communication received from you on the 14th instant, on the general subject of requiring moderate fees from all scholars receiving instruction in elementary endowed schools, I am to state that the observations which on the part of their Lordships you have addressed to the Commissioners will receive their attentive consideration, but they will request that the matter may be suspended for a limited period, if this will not occasion public inconvenience. The members of this Commission will not be all assembled together until after some interval of time, and it would not be satisfactory to those who may separately be in attendance at this season to offer any reply to their Lordships' inquiry, not founded on its consideration by their whole Board.

I am, &c.
Henry M. Vane,
Secretary.

J. Sykes, Esq.,
Committee of Council on
Education.

No. 3.

Sir, Charity Commission, 21st November 1865.

I am to refer to the inquiries conveyed to me by your letter of the 12th August last, having for their object to ascertain "in what kind "of cases the Charity Commissioners would be likely to authorize the "trustees of endowments for the education of the poor to exact mode-"rate fees from the scholars, and in what cases they are precluded from "doing so." I requested permission to suspend a definite reply to that letter until it could be submitted to all the Commissioners, and they have thought it desirable to retain this reply for some further period for the reason adverted to below.

I am instructed to state that it has been the most general practice of the Commissioners, in establishing schemes for endowed elementary schools, to direct the managers to require capitation payments from all the scholars.

The practice has been departed from in very exceptional cases only, or to a limited extent. They have frequently authorized the managers to remit or reduce the prescribed payments to particular scholars in reward of proficiency or good conduct (in the nature of exhibitions), or from regard to the pressing poverty of the parents or next friends. If in any cases there has been an entire omission to authorize the requirement of payments by the scholars, this has been done for special reasons of expediency or necessity, or on the urgency of the managers, but no such cases are recollected at this time.

The preceding statement has been retained under the circumstances that the reconstitution of some important educational charities has been under the recent consideration of the Court of Chancery, in which the jurisdiction of the Court, and consequently of this Board, to require capitation fees from scholars whom the terms of the endowment would entitle to wholly free instruction, has been called in question. It would

have been very satisfactory to the Commissioners to know the judgment of the Court on this important matter before replying to your letter, but the judgment still remains to be given. They must add, therefore, that the opinion on which they have acted, as above stated, may receive some correction by the authority of the Court, but they do not apprehend its receiving any important limitation.

I am, &c.

To the Secretary
Committee of Council on Education.

HENRY M. VANE.

No. 4.

SIR, Education Department, 7th December 1865.

I AM directed by my Lords, in acknowledging the receipt of your letter of the 21st ultimo, to request you to thank the Charity Commissioners for their attention to the inquiry which my Lords directed to be made in their letter of 12th August.

My Lords would be glad to be informed further whether, in the opinion of the Commissioners, my Lords might properly instruct their Secretary to state, in reply to the managers of elementary schools, who complain that their endowment prevents them from exacting fees, that they should apply by letter to the Charity Commissioners for an opinion whether this consequence really follows from the terms of the endowment (it depends often on custom only), and, if so, whether relief from it cannot be given inexpensively by an order of your Board.

The expediency of making such a suggestion would depend mainly on the consideration whether the majority of those who followed the course suggested would succeed in their application. My Lords gather from your last letter that such would be the case.

I have, &c.

H. M. Vane, Esq. R. R. W. LINGEN.

No. 5.

SIR, Charity Commission, 9th December 1865.

THE Charity Commissioners have already stated their practice of very generally authorizing the requirement of fees from the scholars in elementary endowed schools when establishing schemes for their government. Although a constraint is imposed on them by the law as it has been applied by the courts in some limitation of this principle, they yet contemplate few cases in which it may not be acted on, the necessity or expediency of the charge of fees being ascertained, which would be ordinarily set forth by the applicants for any scheme.

I am to reply, therefore, to the inquiry which you have addressed to the Commissioners on the part of their Lordships on this subject, that managers of elementary endowed schools desirous of requiring fees from the scholars may be conveniently recommended to apply to this Board for its aid, either for ascertaining the extent of their existing authority in the matter, or for means of removing restrictions of that authority.

I am, &c.

To the Secretary,
Education Department.

GEO. HY. GAUNTLETT,
Chief Clerk.

TABLES.

(No. 1.)

Expenditure from Education Grants.

(Table A.)—*Classified according to Object of Grant.*

	For Year ended 31 December 1865.	Compared with Year ended 31 December 1864. Increase.	Compared with Year ended 31 December 1864. Decrease.	From 1839 to 31 December 1865.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants paid, in Scotland only, according to the Code of 1860, viz.:				
Augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	31,078 1 8	5,805 9 5	- - -	976,897 2 5
Stipends of Pupil-Teachers, and Gratuities to the Schoolmasters and Schoolmistresses instructing them	37,439 5 7	- - -	3,781 1 6	2,645,298 1 8
Stipends to Assistant Teachers	1,513 6 8	348 10 0	- - -	65,884 15 0
Capitation in England and Wales	- - -	- - -	199 19 0	473,946 19 2
Stipends to Assistant Teachers in Night Schools	292 4 11	- - -	12 13 5	10,631 5 7
Special Allowances for Drawing	138 5 0	5 10 0	- - -	9,668 4 8
Grants to Industrial Classes in connexion with Elementary Day Schools	109 11 5	- - -	37 14 8	101,215 10 11
Grants to Industrial Schools	- - -	- - -	32 8 6	
Pensions	660 0 0	35 0 0	- - -	7,065 11 8
2. In Annual Grants to Elementary Schools under the Revised Code { Day	386,303 13 7	6,200 18 2	- - -	848,590 13 8
{ Night	9,820 19 9	3,199 8 7	- - -	17,616 9 1
3. In building, enlarging, and furnishing School-houses, Elementary and Normal	18,882 16 0	- - -	9,423 0 10	1,602,868 0 2
In Books, Maps, Diagrams, and Scientific Apparatus	- - -	- - -	- - -	52,520 11 2
4. In Grants to Training Colleges	75,624 7 10	- - -	20,042 9 0	1,005,422 3 3
In Annual Subsidies to School Societies in support of Training Colleges	- - -	- - -	500 0 0	
5 and 6. Establishment:— £ s. d.				
Office in London 19,887 5 7				
Inspection 49,514 10 9				
Contingencies:— £ s. d.				
Extra Copying and sundry Office disbursements 2,801 12 4				
Poundage on Post Office Orders* 2,422 1 6 5,545 16 4	74,947 12 8	203 4 5	- - -	894,876 9 7
Pupil-Teachers' Indenture Stamps 322 2 6				
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£636,810 5 1	15,798 0 7	34,029 6 11	8,724,106 7 0

* The whole of the Grants under heads 1 and 2, and the smaller Grants under 3, are paid by Post Office Orders.

EXPENDITURE FROM EDUCATION GRANTS—*continued.*

(TABLE B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 December 1865.	Compared with Year ended 31 December 1864. Increase.	Compared with Year ended 31 December 1864. Decrease.	From 1839 to 31 December 1865.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	360,636 0 7	- - -	13,804 12 5	5,190,802 5 6
British and Foreign School Society	59,771 1 10	- - -	2,050 11 9	779,730 3 10
On Wesleyan Schools	28,156 3 1	- - -	145 18 5	400,693 14 10
On Roman Catholic Schools (England and Wales)	26,930 6 0	479 11 5	- - -	311,368 16 3
On Parochial Union Schools*	758 0 10	430 13 4	- - -	77,573 9 9
SCOTLAND — On Schools connected with—				
SCOTLAND — Established Church	48,578 15 6	- - -	1,145 0 1	556,964 10 11
SCOTLAND — Free Church	29,995 10 5	- - -	2,258 9 1	424,924 17 7
SCOTLAND — Episcopal Church	4,320 3 7	- - -	326 8 7	47,807 3 11
SCOTLAND — On Roman Catholic Schools	2,716 10 7	386 4 10	- - -	26,070 11 0
Other Schools	- - -	- - -	- - -	189 14 10
Establishment (as in Table A.)	74,947 12 8	203 4 5	- - -	894,876 9 7
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£636,810 5 1	1,499 14 0	19,731 0 4	8,724,106 7 0

* A final adjustment of Accounts with the Poor Law Board, under which alone these schools are now inspected and aided.

(No. 2.)

TABLE showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1865).

—	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England - -	4,645	4,276	8,921	422	370	792	861	968	1,829	672	919	1,591	629	949	1,578	714	1061	1,775	786	1164	1,950	3,662	5,061	8,723
Wales - -	441	159	600	24	20	44	70	53	123	59	44	103	54	58	112	70	38	108	62	55	117	315	248	563
Isle of Man, and Channel Islands -	35	30	65	1	—	1	6	12	18	8	5	13	3	7	10	5	5	10	6	13	19	28	42	70
Total - -	5,121	4,465	9,586	447	390	837	937	1,033	1,970	739	968	1,707	686	1,014	1,700	789	1104	1,893	854	1232	2,086	4,005	5,351	9,356
Scotland - -	1,346	578	1,924	62	13	75	275	110	385	146	95	241	243	138	381	317	168	485	221	152	373	1,202	663	1,865
Total, Great Britain	6,467	5,043	11,510	509	403	912	1,212	1,143	2,355	885	1,063	1,948	929	1,152	2,081	1,106	1272	2,378	1,075	1384	2,459	5,207	6,014	11,221

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1865, *classified denominationally*.

Schools connected with	Number of Certificated Teachers.			Number of Assistant Teachers.			Number of Pupil-Teachers.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
National Society or Church of England	4,032	3,572	7,604	318	312	630	2,710	3,984	6,694
British and Foreign School Society	625	397	1,022	87	33	120	742	695	1,437
Wesleyan Methodists' Conference	323	174	497	30	10	40	393	250	643
Roman Catholic Poor School Committee (*in England and Wales*)	141	322	463	12	35	47	160	422	582
Total, England and Wales	5,121	4,465	9,586	447	390	837	4,005	5,351	9,356
Church of Scotland	840	351	1,191	37	5	42	727	350	1,077
Free Church in Scotland	442	145	587	23	2	25	381	172	553
Episcopal Church in Scotland	45	44	89	2	3	5	60	72	132
Roman Catholic Poor School Committee (*in Scotland*)	19	38	57	—	3	3	34	69	103
Total, Scotland	1,346	578	1,924	62	13	75	1,202	663	1,865
Total, Great Britain	6,467	5,043	11,510	509	403	912	5,207	6,014	11,221

* *i.e.* children who failed to pass *completely*.

(No. 4.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1864 *inclusive, and for Year* 1865.

FROM 1839 TO 31 DECEMBER 1864.

Denominations.	Number of School-houses* Built.								Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools have been enlarged.‖					Total Number of Children for whom accommodation has been created.§				
		Number of departments comprised in those institutions.‡										Juvenile.					Juvenile.					Juvenile.				
	Institutions.†	Juvenile. Boys.	Juvenile. Girls.	Juvenile. Mixed.	Infants.	Residences.	Enlarged or improved.					Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
									£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																										
National or Church of England Schools - -	3711	1554	1534	1730	902	2378	1760		1,100,982 0 4½	2,535,218 6 1	3,636,200 6 5½	194304	182529	175639	101444	653916	14251	11461	7493	11822	45027	208555	193990	183132	113266	698943
British and Foreign Schools	221	141	119	62	54	90	177		83,898 13 11½	142,857 1 8½	226,755 15 8½	21126	16865	7950	6089	52930	1570	1058	469	1658	4755	22696	17923	8419	8647	57685
Wesleyan Schools - -	123	37	37	81	58	91	39		75,639 10 6	131,342 16 5	206,982 6 11	7331	5958	16930	9043	39262	675	414	390	216	1695	8006	6372	17320	9259	40957
Roman Catholic Schools (in Great Britain) -	57	39	88	11	28	31	13		39,264 13 1	81,847 13 3	121,112 6 4	8260	7536	1213	3598	20607	62	118	–	85	265	8322	7654	1213	3683	20872
SCOTLAND.																										
Church of Scotland Schools - - -	208	55	75	120	17	110	46		56,782 18 6½	116,213 2 4	172,996 0 10½	8711	9480	12107	1610	31908	568	453	1031	84	2136	9279	9933	13133	1694	34044
Free Church, and other Schools *not* connected with Church of Scotland	159	46	47	106	11	95	51		34,817 19 9	70,649 1 1½	105,467 0 10½	5396	5062	12335	606	23399	621	389	527	177	1714	6017	5451	12862	783	25113
Episcopal Schools - -	6	4	5	1	1	7	3		3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Total - - -	4485	1876	1835	2111	1071	2802	2089		1,395,236 17 8½	3,084,720 15 6½	4,479,957 13 3	245674	228176	226385	123386	823621	17747	13981	10241	14078	56047	263421	242157	236626	137464	879668

FROM 1 JANUARY TO 31 DECEMBER 1865.

ENGLAND AND WALES.																										
National or Church of England Schools - -	52	19	18	32	20	39	38		15 458 2 3	52,620 17 9	68,079 0 0	2,961	2,701	3,551	2,272	11,485	277	172	240	344	1,033	3,238	2,873	3,791	2,616	12,518
British and Foreign Schools	4	2	1	3	2	3	4		1,724 16 6	4,664 17 2	6,389 13 8	297	247	550	123	1,217	18	–	–	50	68	315	247	550	173	1,285
Wesleyan Schools - -	1	–	–	1	–	–	–		242 3 1	858 3 11	1,100 7 0	–	–	204	–	204	–	–	–	–	–	–	–	204	–	204
Roman Catholic Schools (in Great Britain) -	1	1	–	–	–	–	1		334 11 2	1,269 7 5	1,603 18 7	308	–	–	–	308	27	27	–	–	54	335	27	–	–	362
SCOTLAND.																										
Church of Scotland Schools - - -	6	–	2	4	–	4	3		961 5 6	2,471 16 7	3,433 2 1	–	197	484	–	681	38	–	18	34	90	38	197	502	34	771
Free Church, and other Schools *not* connected with Church of Scotland	1	–	–	1	–	–	–		161 17 6	361 18 0	523 15 6	–	–	162	–	162	–	–	–	–	–	–	–	162	–	162
Total - - -	65	22	21	41	22	46	46		18,882 16 0	62,274 0 10	81,129 16 10	3,566	3,145	4,951	2,395	14,057	360	199	258	428	1,245	3,926	3,344	5,209	2,823	15,302

* Exclusive of Training Colleges.

‡ In which separate teachers are employed.

† Held in separate buildings, and separately managed.

§ At the rate of 8 square feet of superficial area per child.

‖ The total number of schools enlarged or [illegible] this number of [illegible] are confined to those cases in which the *superficial area* of school-rooms has been *increased*.

The following Explanatory Table (4 *a*) includes all the Grants *awarded* between 1 January and 31 December 1865, towards the *erection, enlargement*, or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. 4 *a*.)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1865.	Not claimed before 31 Dec. 1865.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools	128	153,011	23,704 14 10	4,830 11 3	18,874 3 7
British, Wesleyan, and other Protestant Schools *not* connected with Church of England	8	16,849	2,158 1 3	192 10 0	1,965 11 3
Roman Catholic Schools	1	442	26 11 2	26 11 2	—
Schools in Scotland connected with Church of Scotland	8	4,857	651 12 6	182 1 3	469 11 3
Schools in Scotland *not* connected with Church of Scotland	—	—	—	—	—
Total	145	175,159	26,540 19 9	5,231 13 8	21,309 6 1

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the Grants for building, enlargement, or improvements *paid* in each year was *awarded* in previous years. (*See two following Tables.*)

The following Explanatory Table (4 *b*) includes all the Building Grants *paid* between 1 January and 31 December 1865, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. 4 *b*.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools	52	15,458 2 3
British, Wesleyan, and other Protestant Schools *not* connected with Church of England	5	1,966 19 7
Roman Catholic Schools	1	334 11 2
Schools connected with Church of Scotland	6	961 5 6
Schools *not* connected with Church of Scotland	1	161 17 6
Total	65	18,882 16 0

The following Explanatory Table (4 *c*) includes all the Building Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. 4 *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.
		£ *s.* *d.*
National or Church of England Schools - - - -	117	23,618 8 6
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	10	3,061 6 3
Schools connected with Church of Scotland - - - -	8	945 3 9
Total - - - -	135	27,624 18 6

*** The Parliamentary Estimate for Building Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

EXTRACTS FROM THE GAZETTE.

INSPECTORS OF SCHOOLS.

(Copied from the London Gazette of 6 February 1866.)

At the Court at Osborne House, Isle of Wight, the 3rd day of February 1866;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Charles Frederick Johnstone*, of Balliol College, Oxford, B.A., to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of 10 April 1866.)

At the Court at Windsor, the 9th day of April 1866;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *J. R. Blakiston*, of Trinity College, Cambridge, M.A., to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of 22 May 1866.)

At the Court at Windsor, the 19th day of May 1866.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Henry Giles Alington*, M.A., of Magdalen College, Oxford, to be one of Her Majesty's Inspectors of Schools.

PALL MALL

Appendix No. 1.

ELEMENTARY SCHOOLS.

TABLES.

(No. 1.)

GENERAL SUMMARY of STATISTICS of INSPECTION, for Year ended 31 August 1865.

*** *The results given are not to be taken as* complete *accounts of each Denomination, being those of* actual *inspection* only, *between* 1 *September* 1864 *and* 31 *August* 1865.

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

	DENOMINATIONS.	Total Number of Schools *actually inspected* between 1 September 1864 and 31 August 1865.						Number of Children														Number of Certificated Teachers.	Number of Pupil-teachers.	Number of Assistant Teachers.	Number of Teachers registered for Drawing.	Number of Schools having Ladies' Committees to superintend Instruction in Domestic Industry.	PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS.																			
								Present at Examination.						In Average Attendance.						For whom accommodation is provided, at 8 square feet of superficial area per child.									Aged														Who have been in School					
		Number of Schools. (i.e., such institutions held in separate premises, and separately managed.	Number of Departments in those institutions in which separate Teachers are employed.					Day Schools.			Evening Schools.			Day Schools.			Evening Schools.									Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Less than 1 Year.	1 Year.	2 Years.	3 Years.	4 Years.	5 Years and over.
			Boys.	Girls.	Infants.	Mixed.	Evening.	Total.	Boys.	Girls.	Total.	Male.	Female.	Total.	Boys.	Girls.	Total.	Male.	Female.	Total.																										
England and Wales.	Schools connected with *National Society*, or *Church of England*	5,026	1,705	1,431	1,150	3,091	940	8,317	419,590	334,172	753,762	15,179	3,969	19,148	360,236	277,778	638,014	19,591	4,497	24,088	1,055,625	7,449	6,853	647	2,881	1,726	7·23	8·08	10·13	10·96	12·7	12·07	11·58	9·98	7·71	5·42	2·74	1·4	39·32	21·69	15·21	11·02	6·68	6·08
	British, *Wesleyan*, and other Schools not connected with Church of England	1,075	296	201	243	760	129	1,629	119,148	78,902	198,050	2,378	702	2,980	99,460	63,239	162,699	3,039	863	3,902	274,612	1,526	2,097	168	767	284	6·01	7·14	9·34	9·95	12·23	11·6	11·89	10·73	8·66	6·56	3·75	2·14	41·52	22·77	14·39	9·07	6·03	6·22
	Roman Catholic Schools	266	113	93	98	136	103	543	27,337	28,456	55,793	2,441	5,229	7,670	23,238	24,093	47,331	2,048	3,866	5,914	76,363	454	606	50	260	15	9·05	10·64	11·65	10·99	12·76	11·22	10·63	9·15	6·53	4·21	2·1	1·07	40·14	21·79	15·95	9·97	7·07	5·08
	Total	6,367	2,114	1,725	1,491	3,987	1,172	10,519	566,075	441,530	1,007,605	19,898	9,900	29,798	482,934	365,110	848,044	24,678	9,226	33,904	1,406,600	9,429	9,556	865	3,848	2,025	7·11	8·06	10·08	10·77	12·61	11·93	11·58	10·07	7·82	5·56	2·89	1·52	39·8	21·91	15·09	9·94	6·57	6·69
Scotland.	Schools connected with *Church of Scotland*	943	31	51	46	896	13	1,037	53,133	44,426	97,559	291	146	437	52,594	43,505	96,099	492	202	694	123,292	1,129	1,063	40	360	223	1·05	3·79	8·66	11·13	13·04	12·95	13·08	11·71	9·22	7·07	4·49	3·81	34·14	21·84	17·02	11·77	8·19	7·04
	Free Church Schools	447	12	21	41	434	5	513	27,163	22,471	49,634	101	15	116	27,193	21,337	48,530	233	44	277	63,609	561	526	21	211	153	1·28	4·08	8·94	11·25	13·43	12·03	12·1	11·64	9·	7·12	4·7	4·43	33·01	21·49	16·29	12·51	8·71	7·99
	Episcopal Schools	78	10	13	4	62	3	92	4,590	5,196	9,786	128	138	266	3,525	4,114	7,639	93	94	187	11,884	89	131	3	32	27	3·62	8·96	13·03	12·64	13·64	11·44	11·6	9·12	6·7	4·71	2·67	1·87	39·71	24·34	16·06	8·4	5·33	6·16
	Roman Catholic Schools	48	12	8	6	34	12	72	3,835	3,426	7,261	266	696	962	3,540	3,202	6,742	234	414	648	11,065	58	107	4	24	3	2·95	5·42	9·74	12·77	15·46	13·76	12·86	11·28	7·62	4·3	2·21	1·63	38·6	24·42	15·41	11·62	6·15	3·8
	Total	1,516	65	93	97	1,426	33	1,714	88,721	75,519	164,240	786	995	1,781	86,852	72,158	159,010	1,052	754	1,806	209,850	1,837	1,827	68	567	406	1·35	4·24	9·03	11·33	13·31	12·63	12·7	11·53	8·94	6·82	4·34	3·78	34·34	22·01	16·67	11·79	8·08	7·11
	Total, Great Britain	7,883	2,209	1,818	1,588	5,413	1,205	12,233	654,796	517,049	1,171,845	20,684	10,895	31,579	569,786	437,268	1,007,054	25,730	9,980	35,710	1,616,450	11,266	11,383	933	4,415	2,431	6·32	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	38·97	21·93	15·33	10·22	6·8	6·75

SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.

England and Wales.	Schools connected with *National Society*, or *Church of England*	410	57	53	103	326	7	546	15,978	14,332	30,310	67	16	83	6,303	5,010	11,313	70	16	86	47,415	—	—	—	—	22	9·42	10·96	12·93	12·98	13·17	9·44	9·13	7·99	6·16	4·07	2·49	1·26	32·02	20·7	17·23	13·75	8·49	7·81
	British, *Wesleyan*, and other Schools not connected with Church of England	37	10	9	10	22	—	51	2,754	1,986	4,740	—	—	—	568	339	907	—	—	—	5,005	—	—	—	—	2	10·44	5·65	10·82	10·92	9·96	11·78	12·74	8·53	6·99	4·6	3·74	3·83	48·	24·	10·	18·	—	—
	Roman Catholic Schools	1	—	—	1	1	—	2	62	49	111	—	—	—	57	49	106	—	—	—	251	—	—	—	—	—	24·48	23·08	18·88	16·08	6·99	3·5	5·59	—	·7	·7	—	—	53·06	46·94	—	—	—	—
	Total	448	67	62	114	349	7	599	18,794	16,367	35,161	67	16	83	6,928	5,398	12,326	70	16	86	52,671	—	—	—	—	24	9·71	10·74	12·85	12·88	12·93	9·53	9·32	7·96	6·1	4·07	2·51	1·4	32·55	20·94	16·94	13·77	8·22	7·58
Scotland.	Schools connected with *Church of Scotland*	69	4	4	2	60	—	70	2,466	1,629	4,095	—	—	—	643	479	1,122	—	—	—	5,893	—	—	—	—	2	·41	2·7	5·53	8·85	11·26	11·54	12·58	12·37	12·79	7·46	6·29	8·22	31·09	19·93	19·93	13·81	7·56	7·68
	Free Church Schools	11	1	3	—	10	—	14	390	618	1,008	—	—	—	331	316	647	—	—	—	1,008	—	—	—	—	1	1·75	2·82	5·5	10·87	14·5	14·09	12·75	9·8	8·86	6·18	5·5	7·38	36·77	29·58	18·84	8·07	2·92	3·82
	Episcopal Schools	25	1	1	1	24	3	30	723	828	1,551	69	54	123	374	376	750	23	27	50	1,649	—	—	—	—	2	5·83	9·13	10·68	11·75	10·19	10·49	13·49	9·61	6·21	5·24	4·37	3·01	34·65	22·82	17·74	11·13	6·76	6·9
	Roman Catholic Schools	2	—	—	2	2	—	4	232	378	610	—	—	—	—	—	—	—	—	—	137	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	107	6	8	5	96	3	118	3,811	3,453	7,264	69	54	123	1,348	1,171	2,519	23	27	50	8,687	—	—	—	—	5	2·45	4·78	7·17	10·24	11·67	11·8	12·91	10·89	9·78	6·46	5·49	6·36	33·64	23·13	18·9	11·56	6·23	6·54
	Total, Great Britain	555	73	70	119	445	10	717	22,605	19,820	42,425	136	70	206	8,276	6,569	14,845*	93	43	136	61,358†	—	—	—	—	29	8·59	9·82	11·97	12·47	12·73	9·88	9·87	8·42	6·67	4·44	2·97	2·17	32·77	21·38	17·33	13·33	7·83	7·36

* No return has been made for 462 departments of schools, viz :—*Church of England*, 346 ; *British and Wesleyan*, 43 ; *Church of Scotland*, 51 ; *Free Church*, 6 ; *Episcopal*, 12 ; and *Roman Catholic*, Scotland, 4.

† " " " 71 " " " " " 42 ; " 12 ; " 4 ; " 3 ; " 7 ; " " 3.

(No. 2.)

STATISTICS OF INSPECTION—*continued.*

AGGREGATE ANNUAL INCOME and EXPENDITURE (*as returned by Managers*) of an ascertained Number of SCHOOLS as per Table on last preceding page.*

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

	DENOMINATIONS.	Income. From Endowment (*England and Wales*), Endowment or Heritors' Salary (*Scotland*).	Income. From Voluntary Contributions.	Income. From School Pence.	Income. From Government.	Income. From other Sources.	Income. Total.	Average Income per Scholar in Attendance.	Expenditure. Salaries.	Expenditure. Books and Apparatus.	Expenditure. Miscellaneous.	Expenditure. Total.	Average Expenditure per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.	Number of Voluntary Subscribers. Of 5*l.* and upwards.	Between 5*l.* and 1*l.*	Under 1*l.*
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
England and Wales.	Schools connected with *National Society*, or *Church of England*	33,369 12 6	250,234 5 5	255,509 2 1	241,828 13 0	70,992 6 1	851,933 19 1	1 6 2¾	650,459 19 8	29,319 14 4	181,649 2 2	871,419 16 2	1 6 10	4,878	649,231	8,410	56,742	54,628
	British, *Wesleyan*, and other Schools *not* connected with Church of England	2,761 0 5	45,988 12 1	82,622 15 5	64,683 9 7	13,403 8 1	209,459 5 7	1 6 1½	166,081 12 11	8,946 15 3	43,088 8 7	218,116 16 9	1 7 2¾	1,036	160,149	1,029	9,043	19,256
	Roman Catholic Schools	612 14 0	14,447 14 2	11,609 19 9	16,170 5 5	3,672 1 0	46,512 14 4	0 18 0¼	34,648 8 9	2,315 16 2	13,089 12 6	50,053 17 5	0 19 4⅝	254	51,583	352	1,401	3,227
	Total	36,743 6 11	310,670 11 8	349,741 17 3	322,682 8 0	88,067 15 2	1,107,905 19 0	1 5 8¾	851,181 1 4	50,582 5 9	237,827 3 3	1,139,590 10 4	1 6 5½	6,168	860,963	9,791	67,186	77,111
Scotland.	Schools connected with *Church of Scotland*	17,543 14 8	24,410 0 5	43,646 2 5	—	5,439 0 0	91,038 17 6	0 19 7¾	78,633 13 1	1,403 19 1	10,766 11 5	90,804 3 7	0 19 7	891	92,983	804	1,614	6,482
	Free Church Schools	884 18 9	12,587 6 3	23,971 17 3	—	2,463 2 9	39,907 5 0	0 16 7½	34,967 6 7	540 19 11	4,018 14 4	39,527 0 10	0 16 5½	432	48,006	234	780	5,269
	Episcopal Schools	113 19 5	3,011 9 4	2,184 16 4	—	877 3 2	6,187 8 3	0 16 4¾	4,583 19 9	261 8 10	1,401 16 3	6,247 4 10	0 16 6¾	75	7,561	100	257	336
	Roman Catholic Schools	—	2,069 3 1	1,402 17 1	—	434 2 5	3,906 2 7	0 11 1	2,776 8 10	193 12 11	1,028 13 4	3,998 15 1	0 11 4	44	7,045	17	15	291
	Total	18,542 12 10	42,077 19 1	71,205 13 1	—	9,213 8 4	141,039 13 4	0 18 1½	120,961 8 5	2,406 0 9	17,215 15 4	140,577 4 4	0 18 0¾	1,442	155,595	1,155	2,666	12,318
	Total, Great Britain	55,285 19 9	352,748 10 9	420,947 10 4	322,682 8 0	97,281 3 6	1,248,945 12 4	†	972,142 9 7	52,982 6 6	255,042 18 7	1,280,167 14 8	†	7,610	1,016,558	10,946	69,852	89,429

SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.

England and Wales.	Schools connected with *National Society*, or *Church of England*	848 11 8	3,315 2 1	2,892 4 9	163 16 3	711 4 10	7,930 19 7	1 0 6	6,121 0 11	372 14 3	1,624 0 3	8,117 15 5	1 1 0	124	7,737	132	454	297
	British, *Wesleyan*, and other Schools *not* connected with Church of England	113 0 0	192 10 9	76 9 2	—	16 17 0	398 16 11	0 16 5¾	315 0 0	20 13 9	136 18 9	472 12 6	0 19 6¼	4	484	3	14	98
	Roman Catholic Schools	—	37 4 3	6 10 0	—	4 3 9	47 18 0	0 19 2	40 0 0	2 14 0	5 4 0	47 18 0	0 19 2	1	50	1	2	2
	Total	961 11 8	3,544 17 1	2,975 3 11	163 16 3	732 5 7	8,377 14 6	1 0 3	6,476 0 11	396 2 0	1,766 3 0	8,638 5 11	1 0 10¾	129	8,271	136	470	397
Scotland.	Schools connected with *Church of Scotland*	174 3 4	307 0 10	336 11 7	—	160 10 1	978 5 10	1 0 5½	922 11 9	5 0 0	35 8 9	963 0 6	1 0 1¾	17	958	14	17	67
	Free Church Schools	2 2 6	85 17 9	156 7 6	—	53 16 2	298 3 11	0 11 9	266 6 1	4 12 2	35 3 8	306 1 11	0 12 1	6	507	1	—	45
	Episcopal Schools	—	124 0 10	131 5 1	—	70 19 3	326 5 2	0 14 4½	249 8 7	1 10 10	75 17 2	326 16 7	0 14 4¾	8	454	2	1	3
	Roman Catholic Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	176 5 10	516 19 5	624 4 2	—	285 5 6	1,602 14 11	0 16 8½	1,438 6 5	11 3 0	146 9 7	1,595 19 0	0 16 7½	31	1,919	17	18	115
	Total, Great Britain	1,137 17 6	4,061 16 6	3,599 8 1	163 16 3	1,017 11 1	9,980 9 5	0 19 9	7,914 7 4	407 5 0	1,912 12 7	10,234 4 11	1 0 3	160	10,190	153	488	512

* The number of schools entered in the last preceding page is 7,883 (Annual Grants) + 555 (Simple Inspection) = 8,438; but from 273 (Annual Grants) + 395 (Simple Inspection) = 668 of them, no sufficient returns of income and expenditure have been received.

† Total average Income and Expenditure per child in attendance

		Income. £ s. d.	Expenditure. £ s. d.
England and Wales	Including Government Grants	1 5 8¾	1 6 5½
	Not including Government Grants	0 18 2¾	0 18 11½
Scotland	Not including Government Grants*	0 18 1½	0 18 6¾

* *The Government Grants are paid direct to the Teachers and Pupil-teachers of Schools in* Scotland, *and do not form any part of the foregoing Income.*

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to 1865, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
1865	38·97	21·93	15·33	10·22	6·8	6·75
Mean per-centage	39·48	23·21	15·39	10·24	6·25	5·43

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	–	–	–	–	–	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	–	–	–	–	–	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	–	–	–	–	–	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	–	–	–	–	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	–	–	–	–	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·81
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
1865	6·32	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	71·1
Mean per-cent.	43·26					12·91	12·39	10·92	8·5	6·15	3·46	2·41	68·56

* The returns for these years *do not* distinguish the ages of children under eight years.

STATISTICS OF INSPECTION—*continued.*

Schools aided with Annual Grants in the Year ending 31 August 1865.

	Denominations.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
		Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
						£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales.	Schools connected with *National Society*, or *Church of England*	2,515	195,612	2,974	1,251	84,632 2 3	8 7¾	1,646	355,002	3,177	4,557	154,679 3 1	8 8½	865	111,488	1,298	1,045	49,227 11 9	8 4¾
	British, Wesleyan, and other Schools *not* connected with Church of England	328	28,873	366	230	13,153 5 8	9 1½	544	111,104	893	1,579	50,436 0 7	9 1	203	26,624	262	288	12,399 18 3	9 5¾
	Roman Catholic Schools	47	2,811	56	12	1,315 2 6	9 4½	196	46,935	361	555	19,519 6 8	8 3¾	23	3,499	37	39	1,569 3 5	8 11½
	Total	2,890	227,293	3,396	1,493	99,100 10 5	8 8¾	2,386	513,041	4,436	6,691	224,634 10 4	8 9	1,091	141,611	1,597	1,372	63,196 13 5	8 11
Scotland.	Schools connected with *Church of Scotland*	430	24,300	441	180	10,577 6 8	8 8¼	265	46,835	400	603	17,228 2 8	7 4½	248	25,658	288	280	10,236 6 8	7 11¾
	Free Church Schools	170	10,255	173	72	4,571 0 4	8 11	142	21,343	225	292	10,084 14 4	8 3½	135	14,209	163	162	6,002 10 10	8 5¼
	Episcopal Schools	24	1,506	26	23	677 2 6	8 11¾	42	5,260	49	93	2,232 6 8	8 5¾	12	1,060	14	15	556 2 6	10 5¾
	Roman Catholic Schools	12	974	14	17	554 5 0	11 4½	31	5 981	38	86	1,837 15 7	6 1¾	5	435	6	4	205 5 0	9 5
	Total	636	37,035	654	292	16,379 14 6	8 10½	480	82,419	712	1,074	31,382 19 3	7 7½	400	41,362	471	461	17,000 5 0	8 2¾
	Total, Great Britain	3,526	264,331	4,050	1,785	115,480 4 11	8 8¾	2,866	595,460	5,148	7,765	256,017 9 7	8 7¼	1,491	182,973	2,068	1,833	80,196 18 5	8 9¼

(*certificated* as compared with *uncertificated*).

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

DENOMINATIONS.	MASTERS.						MISTRESSES.					
	Certificated.			*Uncertificated.*			Certificated.			*Uncertificated.*		
	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England and Scotland. and Wales. — Schs. connected with *N. S.* or *Ch. of E.*	81 11 11	3,607	2,378	42 17 1	11	8	54 1 4	2,273	1,207	36 7 3	27	14
B., W., and other schs. not connected with *C. of Eng.*	96 3 5	855	276	—	—	—	64 14 1	316	70	42 0 2	4	1
Rom. Cath. schools	74 15 8	125	40	—	—	—	50 0 11	193	89	—	—	—
Schools connected with *Ch. of Scot.*	100 11 1	698	515	76 2 4	10	6	55 9 7	233	150	54 3 0	2	1
Free Ch. schools	90 9 11	373	208	59 9 1	4	1	54 10 11	78	44	43 5 9	2	—
Episcopal schools	84 12 6	42	23	—	—	—	57 10 7	38	22	—	—	—
Rom. Cath. schools	79 5 5	18	9	—	—	—	60 5 9	33	10	—	—	—
Total	86 10 9	5,718	3,449	58 16 4	25	15	55 2 1	3,164	1,592	38 8 5	35	16

(*continued.*)

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

DENOMINATIONS.	INFANTS' MISTRESSES.						SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY.								
							MASTERS.			MISTRESSES.			INFANTS' MISTRESSES.		
	Certificated.			*Uncertificated.*											
	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England and Scotland. and Wales. — Schs. connected with *N. S.* or *Ch. of E.*	51 18 1	933	452	28 18 3	69	35	53 9 3	77	39	30 18 11	67	29	30 0 5	49	19
B., W., and other schs. not connected with *C. of Eng.*	55 13 7	201	42	42 0 9	7	—	51 8 10	7	1	40 0 0	1	1	50 0 0	1	1
Rom. Cath. schools	42 15 1	72	35	31 0 0	1	1	—	—	—	40 0 0	1	1	30 0 0	1	—
Schools connected with *Ch. of Scot.*	53 5 5	31	17	32 12 6	2	2	61 11 2	14	11	27 3 11	4	3	39 0 0	1	—
Free Ch. schools	57 18 8	36	5	—	—	—	46 14 2	5	1	35 0 5	2	—	—	—	—
Episcopal schools	52 10 0	4	2	—	—	—	33 1 3	4	—	19 4 8	4	1	40 0 0	1	—
Rom. Cath. schools	58 0 0	1	1	25 0 0	2	—	—	—	—	—	—	—	—	—	—
Total	52 3 3	1,278	554	30 1 1	81	38	53 6 2	107	52	30 9 11	79	35	32 12 0	53	20

School Fees.*

Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
England and Wales. — Schools connected with *National Society*, or *Church of England*	4,805	859,016	28·63	47·82	15·88	5·75	1·98	124	11,222	36·42	47·77	9·56	2·34	3·91
England and Wales. — *British*, *Wesleyan*, and other Schools *not* connected with Church of England	1,026	210,596	16·54	38·27	22·95	16·16	6·08	6	515	21·36	40·78	27·77	6·6	3·49
England and Wales. — *Roman Catholic* Schools	249	52,775	53·48	36·32	6·5	2·97	·73	1	49	100*	—	—	—	—
England and Wales. — Total	6,080	1,122,387	27·53	45·49	16·77	7·58	2·63	131	11,786	36·03	47·26	10·32	2·51	3·88
Scotland. — Schools connected with *Church of Scotland*	863	94,931	13·21	35·24	31·88	9·72	9·95	15	1,141	14·81	25·68	45·57	7·98	5·96
Scotland. — *Free Church* Schools	416	51,696	12·02	34·66	33·73	9·3	10·29	5	389	24·16	26·74	34·7	14·4	—
Scotland. — *Episcopal* Schools	69	8,286	40·23	42·42	13·32	3·8	·23	6	405	60·49	37·78	1·73	—	—
Scotland. — *Roman Catholic* Schools	44	5,826	53·94	35·48	10·23	·33	·02	—	—	—	—	—	—	—
Scotland. — Total	1,392	160,739	15·7	35·41	30·73	8·96	9·2	26	1,935	26·77	30·03	32·09	7·6	3·51
Total, Great Britain	7,472	1,283,126	26·05	44·23	18·52	7·75	3·45	157	13,721	34·73	44·83	13·39	3·23	3·82

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education :—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompense which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from* 1s. 6d. *to* 2s. *per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of* saving a penny *per week, that a child is transferred from the School to the factory or the fields; but, for the sake of* gaining a shilling or eighteenpence *per week, and the mere opportunity of saving the penny by sending the child to a* free school *would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

Attendance, Examination, and Results of Examination.

Denominations.	Number of Children in Average Attendance.				Standard I.									Standard II.								
					Number of Children presented for Examination.			Number of those Children.						Number of Children presented for Examination.			Number of Children					
								Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																						
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of England*	344,344	183,260	110,110	638,014	112,611	8,214	120,825	102,524	106,547	94,523	18,301	14,278	26,302	94,330	28,152	122,482	105,512	114,777	89,645	16,970	7,705	32,834
England & Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of England	106,077	33,133	23,489	162,699	28,326	2,655	30,981	26,196	27,476	24,474	4,785	3,505	6,507	23,548	8,717	32,265	23,523	30,545	24 027	3,742	1,720	8,238
England & Wales. *Roman Catholic* Schools	14,610	21,237	11,484	47,331	8,896	993	9,889	8,130	8,818	7,896	1,759	1,071	1,993	6,286	2,158	8,444	7,366	7,902	5,843	1,078	542	2,601
Total	465,331	237,630	145,083	848,044	149,833	11,862	161,695	136,850	142,841	126,893	24,845	18,854	34,802	124,164	39,027	163,191	141.401	153,224	119,518	21,790	9,967	43 673
Scotland. Schools connected with *Church of Scotland*	76,403	15,502	4,194	96,099	17,080	1,128	18,208	16,408	13 042	11,740	1,800	5,166	6,468	10,801	3,988	14,789	13,445	12,875	9,668	1,344	1,914	5,121
Scotland. *Free Church* Schools	38,939	5,180	4,411	48,530	8,503	552	9,055	8,459	6.829	6,071	596	2,226	2,984	5,812	2,100	7,912	7,519	7,557	6,226	393	355	1,686
Scotland. *Episcopal* Schools	3,872	3,315	452	7,639	1,309	53	1,362	1,697	1,060	999	265	302	363	864	172	1,036	965	917	795	131	119	241
Scotland. *Roman Catholic* Schools	2,595	3,810	337	6,742	1,345	103	1,448	1,120	1,094	970	328	354	478	687	267	954	830	830	597	124	124	357
Total	121,809	27,807	9,394	159,010	28,237	1,836	30,073	27,084	22,025	19,780	2,989	8.048	10,293	18,164	6,527	24,691	22.699	22,179	17,286	1,992	2,512	7,405
Total Day Schools, Great Britain	587,140	265,437	154,477	1,007,054	178,070	13,698	191,768	163,934	164,866	146,673	27,834	26,902	45,095	142,328	45,554	187,882	164,100	175,403	136,804	23,782	12,479	51,078
Evening Schools.																						
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of England*	19,591	4,497	—	24,088	—	4,303	4,303	3,538	3,468	3,833	765	835	470	—	4,712	4,712	4,216	4,337	3,513	496	375	1,199
England & Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of England	3,039	863	—	3,902	—	560	560	489	495	498	71	65	62	—	700	700	631	665	563	69	35	137
England & Wales. *Roman Catholic* Schools	2,048	3,866	—	5,914	—	1,958	1,958	1,466	1,461	1,765	492	497	193	—	1,443	1,443	1,269	1,303	893	174	140	550
Total	24,678	9,226	—	33.904	—	6,821	6,821	5,493	5,424	6,096	1 328	1,397	725	—	6,855	6,855	6,116	6,305	4,969	739	550	1,886
Scotland. Schools connected with *Church of Scotland*	492	202	—	694	—	71	71	62	52	62	9	19	9	—	66	66	60	51	46	6	15	20
Scotland. *Free Church* Schools	233	44	—	277	—	28	28	18	18	17	10	10	11	—	48	48	24	27	24	24	21	24
Scotland. *Episcopal* Schools	93	94	—	187	—	24	24	11	16	23	13	8	1	—	28	28	18	26	23	10	2	5
Scotland. *Roman Catholic* Schools	234	414	—	648	—	96	96	73	68	88	23	28	8	—	89	89	86	81	47	3	8	42
Total	1.052	754	—	1,806	—	219	219	164	154	190	55	65	29	—	231	231	188	185	140	43	46	91
Total Evening Schools, Great Britain	25,730	9,980	—	35,710	—	7,040	7,040	5,657	5,578	6,286	1,383	1,462	754	—	7,086	7,086	6,304	6,490	5,109	782	596	1,977

Attendance, Examination, and Results of Examination—*continued*.

Denominations.	Standard III.									Standard IV.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N.S.*, or *Ch. of E. B., W.*, and other	38,040	45,143	83,183	75,902	67,230	64,902	7,281	15,953	18,281	9,835	47,571	57,406	53,963	42,711	41,762	3 443	14,695	15,644
England and Wales. Schs. *not* connected with Ch. of E.	9,050	13,768	22,818	21,331	19,732	18,498	1,487	3,086	4,320	2,414	13,750	16,164	15,148	13,150	12,520	1,016	3,014	3,644
England and Wales. *Rom. Cath.* Schools	2,132	2,759	4,891	4,395	4,250	3,388	496	641	1,503	510	2,573	3,083	2,933	2,332	2,074	150	751	1,009
Total - - -	49,222	61,670	110,892	101,628	91,212	86,788	9,264	19,680	24,104	12,759	63,894	76,653	72,044	58,193	56,356	4,609	18,460	20,297
Scotland. Schools connected with *Ch. of Scot.*	4,574	6,926	11,500	10,551	8,427	8,752	949	3,073	2,748	1,051	7,004	8,055	7,511	5,653	5,683	544	2,402	2,372
Scotland. *Free Ch.* Schools -	2,288	3,721	6,009	5,793	5,189	4,939	216	820	1,070	643	3,849	4,492	4,403	3,719	3,758	89	773	734
Scotland. *Episcopal* Schools	460	450	910	843	824	653	67	86	257	119	546	665	625	467	509	40	198	156
Scotland. *Rom. Cath.* Schools	345	438	783	706	680	599	77	103	184	73	438	511	509	416	372	2	95	139
Total - -	7,667	11,535	19,202	17,893	15,120	14,943	1,309	4,082	4,259	1,886	11,837	13,723	13,048	10,255	10,322	675	3,468	3,401
Total Day Schools, Great Britain -	56,889	73,205	130,094	119,521	106,332	101,731	10,573	23,762	28,363	14,645	75,731	90,376	85,092	68,448	66,678	5,284	21,928	23,698
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	—	3,705	3,705	3,487	2,880	2,925	218	825	780	—	2,340	2,340	2,251	1,809	1,730	89	531	610
England and Wales. Schs. *not* connected with Ch. of E.	—	627	627	597	508	522	30	119	105	—	455	455	428	350	347	27	105	108
England and Wales. *Rom. Cath.* Schools	—	1,059	1,059	961	898	689	98	161	370	—	506	506	493	424	356	13	82	150
Total - - -	—	5,391	5,391	5,045	4,286	4,136	346	1,105	1,255	—	3,301	3,301	3,172	2,583	2,433	129	718	868
Scotland. Schools connected with *Ch. of Scot.*	—	88	88	79	62	57	9	26	31	—	27	27	25	16	17	2	11	10
Scotland. *Free Ch.* Schools -	—	11	11	10	10	9	1	1	2	—	18	18	17	16	16	1	2	2
Scotland. *Episcopal* Schools	—	21	21	18	20	18	3	1	3	—	12	12	12	12	11	—	—	1
Scotland. *Rom. Cath.* Schools	—	60	60	59	58	49	1	2	11	—	21	21	21	14	9	—	7	12
Total - - -	—	180	180	166	150	133	14	30	47	—	78	78	75	58	53	3	20	25

Attendance, Examination, and Results of Examination—*continued.*

	Denominations.	Standard V.									Standard VI.								
		No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
					Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
		Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England and Wales.	Day Schools.																		
	Schs. connected with *N. S.*, or *Ch. of E.*	1,309	29,435	30,744	29,109	26,312	24,565	1,635	4,432	6,179	66	4,171	4,237	3,935	3,629	3,234	302	608	1,003
	B., W., and other Schs. *not* connected with Ch. of E.	332	9,315	9,647	9,202	8,676	8,179	445	971	1,468	42	2,549	2,591	2,478	2,378	2,202	113	213	389
	Rom. Cath. Schools	65	1,474	1,539	1,484	1,280	1,146	55	259	393	2	135	137	134	119	103	3	18	34
	Total - -	1,706	40,224	41,930	39,795	36,268	33,890	2,135	5,662	8,040	110	6,855	6,965	6,547	6,126	5,539	418	839	1,426
Scotland.	Schools connected with *Ch. of Scot.*	159	3,812	3,971	3,728	3,269	3,021	243	702	950	45	1,923	1,968	1,880	1,668	1,678	88	300	290
	Free Ch. Schools -	41	1,847	1,888	1,840	1,677	1,582	48	211	306	1	699	700	687	649	619	13	1	81
	Episcopal Schools	8	124	132	126	104	91	6	28	41	1	24	25	23	19	14	2	6	11
	Rom. Cath. Schools	4	55	59	56	57	57	3	2	2	—	—	—	—	—	—	—	—	—
	Total - -	212	5,838	6,050	5,750	5,107	4,751	300	943	1,299	47	2,646	2,693	2,590	2,336	2,311	103	357	382
	Total Day Schools, Great Britain -	1,918	46,062	47,980	45,545	41,375	38,641	2,435	6,605	9,339	157	9,501	9,658	9,137	8,462	7,850	521	1,196	1,808
England and Wales.	Evening Schools.																		
	Schs. connected with *N. S.*, or *Ch. of E.*	—	900	900	869	755	678	31	145	222	—	197	197	183	174	146	14	23	51
	B., W., and other Schs. *not* connected with Ch. of E.	—	227	227	211	198	180	16	29	47	—	101	101	99	91	68	2	10	33
	Rom. Cath. Schools	—	60	60	58	50	49	2	10	11	—	7	7	7	7	4	—	—	3
	Total - -	—	1,187	1,187	1,138	1,003	907	49	184	280	—	305	305	289	272	218	16	33	87
Scotland.	Schools connected with *Ch. of Scot.*	—	7	7	7	7	7	—	—	—	—	7	7	7	6	5	—	1	2
	Free. Ch. Schools -	—	—	—	—	—	—	—	—	—	—	6	6	6	6	6	—	—	—
	Episcopal Schools	—	3	3	3	3	3	—	—	—	—	—	—	—	—	—	—	—	—
	Rom. Cath. Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total -	—	10	10	10	10	10	—	—	—	—	13	13	13	12	11	—	1	2
	Total Even. Schools, Great Britain -	—	1,197	1,197	1,148	1,013	917	49	184	280	—	318	318	302	284	229	16	34	89

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Total. (Standards I. to VI. inclusive.) Number of Children presented for Examination. Under 10 Years of Age.	Over 10 Years of Age.	Total.	Number of those Children who passed in Reading.	Writing.	Arithmetic.	Who failed to pass in Reading.	Writing.	Arithmetic.	Without Individual Examination. Passes under Article 47 *b*.	Passes under Article 40 *b*. (2).	Number of Examination Passes deducted *not* fulfilling Article 4.	Article 51 *b*.	Article 52 *d*.	Total.
Day Schools.															
England and Wales. Schools connected with *Nat. Society*, or *Ch. of England*	256,191	162,686	418,877	370,945	361,206	318,634	47,932	57,671	100,243	1	112,696	13,935	1,945	9,761	25,641
England and Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of E.	63,712	50,754	114,466	102,878	101,957	89,900	11,588	12,509	24,566	10	24,563	5,777	714	4,407	10,898
England and Wales. *Roman Catholic* Schools -	17,891	10,092	27,983	24,442	24,701	20,450	3,541	3,282	7,533	—	9,401	297	278	107	682
Total - -	337,794	223,532	561,326	498,265	487,864	428,984	63,061	73,462	132,342	11	146,660	20,009	2,937	14,275	37,221
Scotland. Schools connected with *C. of S.*	33,710	24,781	58,491	53,523	44,934	40,542	4,968	13,557	17,949	—	6,342	—	—	—	—
Scotland. *Free Church* Schools - -	17,288	12,768	30,056	28,701	25,620	23,195	1,355	4,436	6,861	—	3,211	—	—	—	—
Scotland. *Episcopal* Schools - -	2,761	1,369	4,130	3,619	3,391	3,061	511	739	1,069	—	1,086	—	—	—	—
Scotland. *Roman Catholic* Schools -	2,454	1,301	3,755	2,221	3,077	2,595	534	678	1,160	—	540	—	—	—	—
Total - -	56,213	40,219	96,432	89,064	77,022	69,393	7,368	19,410	27,039	—	11,179	—	—	—	—
Total Day Schools, Great Britain -	394,007	263,751	657,758*	587,329	564,886	498,377	70,429	92,872	159,381	11	157,839	20,009	2,937	14,275	37,221
Evening Schools.															
England and Wales. Schools connected with *Nat. Society*, or *Ch. of England*	—	16,157	16,157	14,544	13,423	12,825	1,613	2,734	3,332	—	—	12	155	56	223
England and Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of E.	—	2,670	2,670	2,455	2,307	2,178	215	363	492	—	—	—	15	—	15
England and Wales. *Roman Catholic* Schools -	—	5,033	5,033	4,254	4,143	3,756	779	890	1,277	—	—	8	45	—	53
Total - -	—	23,860	23,860	21,253	19,873	18,759	2,607	3,987	5,101	—	—	20	215	56	291
Scotland. Schools connected with *Ch.*	—	266	266	240	194	194	26	72	72	—	—	—	—	—	—
Scotland. *Free Church* Schools - -	—	111	111	75	77	72	36	34	39	—	—	—	—	—	—
Scotland. *Episcopal* Schools - -	—	88	88	62	77	78	26	11	10	—	—	—	—	—	—
Scotland. *Roman Catholic* Schools -	—	266	266	239	221	193	27	45	73	—	—	—	—	—	—
Total - -	—	731	731	616	569	537	115	162	194	—	—	—	—	—	—
Total Evening Schools, Great Britain -	—	24,591	24,591	21,869	20,442	19,296	2,722	4,149	5,295	—	—	20	215	56	291

* 1,500 children, *not* included here, were also examined, but having been presented in the same or lower Standards than those in which they had been previously

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Number of Non-examination Passes deducted— Under Article 40 *b* (2) *not* fulfilling				Under Article 40 *a* *not* fulfilling				Per-centage of Failures* (confined to Children above 10 Years of Age) under each Standard.					
	Article 4.	Article 51 *b*.	Article 52 *d*.	Total.	Article 4.	Article 51 *b*.	Article 52 *d*.	Total.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Day Schools.														
England & Wales. Schools connected with *National Society*, or *Church of England*	702	755	341	1,798	8,111	3,694	5,425	17,230	24·73	30·23	35·63	40·6	29·3	33·46
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Ch. of England	181	171	14	366	3,124	858	1,795	5,777	22·97	27·17	27·87	32·53	23·14	22·63
England & Wales. *Roman Catholic* Schools	18	61	1	80	222	327	81	630	27·59	34·66	38·71	43·87	33·9	31·85
Total	901	987	356	2,244	11,457	4,879	7,301	23,637	24·36	29·79	34·04	39·9	28·05	29·41
Scotland. Schools connected with *Ch. of Scotland*	—	—	—	—	—	—	—	—	32·53	35·9	40·37	45·73	34·94	27·
Scotland. *Free Church* Schools	—	—	—	—	—	—	—	—	30·43	21·57	25·53	27·28	24·	18·02
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	39·62	26·74	31·78	40·48	37·1	45·83
Scotland. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	41·75	42·32	29·45	36·76	12·73	—
Total	—	—	—	—	—	—	—	—	32·63	31·32	34·83	39·16	31·31	24·79
Total Day Schools, Great Britain	901	987	356	2,244	11,457	4,879	7,301	23,637	25·46	30·01	34·16	39·02	28·46	28·12
Evening Schools.														
England & Wales. Schools connected with *National Society*, or *Church of England*	—	—	—	—	3	82	176	261	30·79	31·28	33·82	37·65	32·77	33·
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Ch. of England	—	—	—	—	—	12	—	12	25·71	25·85	30·62	33·4	27·31	34·65
England & Wales. *Roman Catholic* Schools	—	—	—	—	—	32	—	32	41·21	43·58	42·11	36·95	31·66	42·85
Total	—	—	—	—	3	126	176	305	33·37	33·32	35·08	36·96	31·68	33·11
Scotland. Schools connected with *Ch. of Scotland*	—	—	—	—	—	—	—	—	32·4	42·42	42·04	51·48	—	28·57
Scotland. *Free Church* Schools	—	—	—	—	—	—	—	—	39·28	56·25	36·36	27·77	—	—
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	58·33	46·43	23·81	8·33	—	—
Scotland. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	46·88	48·31	21·66	66·66	—	—
Total	—	—	—	—	—	—	—	—	42·47	48·05	32·78	43·59	—	15·38
Total Evening Schools, Great Britain	—	—	—	—	3	126	176	305	33·65	33·8	35·	37·11	31·41	32·4

* *i.e.*, children who failed to pass *completely*.

EXTRACT from the REVISED CODE, showing what are the STANDARDS of EXAMINATION.

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic-	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

Statistics of Inspection under Revised Code, from 1 September 1864 to 31 August 1865—*continued.*

Grants.*

Denominations.	Day Schools, Article 40 (*a.*), (*b.*), 47 (*b.*)†												Evening Schools, Article 40 (*a.*), (*c.*)†								
	Amount of Grants awarded on												Amount of Grants awarded on								
	Examination.			Attendance. Average.			Attendance. Infants under 6.			Half Time, Article 47 *b.*			Total.			Examination.			Average Attendance.			Total.		
England & Wales.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Schools connected with *N. S.* or *Ch. of E.* - *B., W.*, and other S. *not* connected with C. of E.	136,995	16	10	123,545	1	2	35,829	15	6	0	8	0	296,371	1	6	3,340	15	0	2,863	16	10	6,204	11	10
	37,861	4	0	31,274	9	6	7,727	10	5	4	0	0	76,867	3	11	558	19	3	460	10	4	1,019	9	7
Roman Catholic Schs.	9,429	11	7	9,576	10	8	3,102	11	0	-	-	-	22,108	13	3	1,006	15	8	727	9	5	1,734	5	1
Total - £	184,286	12	5	164,396	1	4	46,659	16	11	4	8	0	395,346	18	8	4,906	9	11	4,051	16	7	8,958	6	6

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1867; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute*, 11 *May* 1865.)

† Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.* subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

Article 47. Under any Half Time Act 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b.*:—

(*a.*) Upon examination.

(*b.*) Without examination, after they have passed according to the highest Standard, but continue to attend school under the Act.

TABLE showing the effect of Articles 51–54 on Grants to 6,367 Schools (*Institutions*), with an average Attendance of 881,948 Children ; 848,044 in Day Schools, and 33,904 in Night Schools.

Denominations.	Amount of Grants allowable under Articles 40–47 for Attendance and Examination only. (1).	Amount of addition to Grants as per Column (1), under Article 54. (2).	Amount of Reduction of Grants as per Column (1). (3).						Total Amount of Reduction.	Net Amount of Grant paid.
			Under Article 51*b*.	Under Article 52*a*	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
ENGLAND AND WALES. DAY SCHOOLS:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *Nat. Society* or *Ch. of England*	296,371 1 6	7,300 19 4	1,161 18 6	2,424 18 8	1,592 13 6	1,236 9 2	164 0 5	14,726 6 11	21,306 7 2	282,365 13 8
Brit., Wes., and other schools *not* connected with Ch. of Eng.	76,867 3 11	1,020 13 4	232 14 4	435 11 5	328 6 8	207 16 5	36 4 11	1,677 8 7	2,918 2 4	74,969 14 11
Roman Catholic Schools	22,108 13 3	350 7 5	126 5 6	336 1 11	90 16 8	780 16 8	49 5 6	406 6 11	1,789 13 2	20,669 7 6
Total Day Schools - £	395,346 18 8	8,672 0 1	1,520 18 4	3,196 12 0	2,011 16 10	2,225 2 3	249 10 10	16,810 2 5	26,014 2 8	378,004 16 1
EVENING SCHOOLS:										
Schools connected with *Nat. Society* or *Ch. of England*	6,204 11 10	- - -	- - -	- - -	- - -	2 3 3	- - -	29 5 2	31 8 5	6,173 3 5
Brit., Wes., and other Schools *not* connected with Ch. of Eng.	1,019 9 7	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,019 9 7
Roman Catholic Schools	1,734 5 1	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,734 5 1
Total Evening Schools - £	8,958 6 6	- - -	- - -	- - -	- - -	2 3 3	- - -	29 5 2	31 8 5	8,926 18 1

Article 54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88) ; but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,

(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 93[a].)

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector of Schools, the* Rev. E. P. ARNOLD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CORNWALL AND DEVON.

MY LORDS, Torquay, January 1866.

SINCE the date of my last report two years ago, my district has remained unchanged. As compared with the official year 1862–3, my work for the past year has been as follows :—

—	Departments under separate Teachers inspected.		Children present at Inspection.		Total.
	For Annual Grants.	For Simple Inspection.	For Annual Grants.	For Simple Inspection.	
1862–3	229	14	19,391	634	20,025
1864–5	233	16	19,550	1,021	20,571

Included in this table are 3 night-schools, and 27 night-scholars for 1862–3, and 19 night-schools with 134 scholars for 1864–5.

Since the date of my last report, four schools in Cornwall, St. Mawgan in Meneage, St. Mawgan in Pydar, Philleigh, and St. Mawes have ceased to employ certificated teachers, and therefore to receive annual grants. In the case of St. Mawes, I believe that the managers found the expense of a certificated teacher too great. At the two St. Mawgans the grant was not an object of importance, and the managers thought that an uncertificated teacher would answer their purposes as well as a certificated one. At Philleigh there were private circumstances, which induced two certificated mistresses in succession to give up their situations there.

On the other hand 18 new schools have received certificated teachers within the same period,* and have been visited for the payment of annual grants.

* Since 31st August 1865 two new schools in Devon, Iddesleigh and Parkham, have been inspected, and have received annual grants; and two more schools in Cornwall, St. Agnes and Wheal Ruby, have appointed certificated teachers. One school has also been withdrawn from inspection.

Their names are :—

Devon.		
Stoke Gabriel.	Egg Buckland.	Appledore.
Drewsteington.	Bickleigh (nr. Plymouth).	Harberton.
Compton Gifford.	Marldon.	Babbicombe.
Cornwall.		
Sheviocke.	St. Tudy.	St. Ives.
South Hill.	Gerrans.	Biscovey.
Luckett.	Sancreed.	Saltash.

North Bovey, a school in Devon, which at the date of my last report was in charge of an uncertificated teacher, is now again in the receipt of annual grants.

On the whole, then, from September 1st, 1862, to August 31st, 1865, the balance of gain and loss stands as follows :—

—	Schools withdrawn from Inspection.	Schools for the First Time inspected for Annual Grants.
1862-3	2	6
1863-4	3	8
1864-5	2	14
Total -	7	28

This is a satisfactory rate of progress, especially when it is considered that I am only reckoning separate institutions, and that there are several schools, as *e.g.*, St. James', Devonport, which were already in receipt of annual grants for the boys' department, but which now receive them in consequence of the appointment of additional certificated teachers for girls, or girls and infants also.

In Devonshire, the towns of Totnes, Ashburton, Buckfastleigh, Moreton-Hampstead, and Modbury ; and in Cornwall, St. Columb, Padstow, Wadebridge, Lostwithiel, Fowey, Looe, Liskeard, and St. Germans, have still, as at the date of my last report, no schools connected with the Church of England in receipt of annual grants or under Government inspection. St. Ives and Saltash have disappeared from this list, and it is a fact worth noticing, that whereas at Saltash, when I visited it in 1862 for simple inspection, there were only 42 boys and 9 girls present, I found there at my next official visit after the appointment of the new master, 82 boys and 48 girls.

I will now follow the plan which I adopted in my last report of making a few remarks upon the state of my district under the separate heads of school buildings and maintenance, teachers and pupil-teachers, discipline and instruction.

School Buildings and Maintenance.

I have very little to say under this head. At Bodmin, beautiful new schools, well furnished and ventilated, worthy of the capital of the county, have been built since my last visit. The girls' room is particularly well lighted. At Salcombe, Pensilva, St Ive, and Plymouth St. James', the new buildings or enlargements to which I alluded in my last report have been completed. At Salcombe, indeed, the improvement in the boys' school has been effected rather at the expense of the girls', and the girls' room, which is partly underground, is very damp in wet weather. In the three other cases the improvement has been effected by substantial new buildings. At Gulworthy, Boscastle, St. Austell, St. Blazey, Penzance, Dartmouth St. Petrox, Bovey Tracy, Devonport St. Mary's, and Devonport St. Stephen's, additional accommodation is much needed. The two latter are exceptional cases; but none of the other schools possess class-rooms, either for boys or girls, and most of them are crowded with children of all ages, including infants. That the masters of St. Austell, Gulworthy, and Penzance can keep up such good discipline in their schools is highly to their credit; but their strength must be unduly taxed, and even in these cases the instruction of the elder children would gain greatly by the addition of class-rooms, where quiet lessons could be given to them, which it is impossible to expect at present in the main school-room. At Callington, where the school was in a very dilapidated condition at the date of my last report, a good deal of money has been spent in repairs, and the rooms occupied by the children have been rendered secure and habitable. The new schools at South Hill, the adjoining parish to Callington, and at Iddesleigh in North Devon are models, in point of size, airiness, brightness, and cheerfulness, of what village schools ought to be.

As to the pecuniary support of our schools it is satisfactory to find that the amount raised by school-pence has increased in the last two years. In 1862–3 the managers of 152 schools stated their income derived from school-pence to be 5,141*l.* 14*s.* 8*d.* In 1864–5, this portion of the school income is stated for 150 schools at 5,383*l.* 13*s.* 3*d.* This increase is satisfactory so far as it goes, but it ought to be still greater. The amount raised from the children's pence is still in my district only 28·38 per cent. of the whole school income, while a year ago it was 35·87 per cent. for all the Church schools in England and Wales. There can be no reason why Devonshire and Cornwall should in this respect

lag behind the rest of the country, and I hope that if I again have to write a general report two years hence, I shall find that we in the west have materially improved in this important matter of making our schools more and more self-supporting. The voluntary contributions have increased from 5,764*l.* 4*s.* 1*d.* in 1862–3, for 152 schools, to 6,029*l.* 3*s.* 8*d.* in 1864–5, for 150 schools. As to the Government grants no fair comparison can be made for the two periods, because the money has been distributed on totally different principles. It is, however, interesting to notice that in 1864–5, more than three-fifths of the whole income of 150 schools in my district, *i.e.*, 11,513*l.* 3*s.* 0*d.* out of 18,961*l.* 10*s.* 3*d.*, has been made up of the children's pence, the government grants, and endowments. The endowments only figure for 432*l.* 1*s.*

Teachers and Pupil-teachers.

The number of certificated teachers in my district is 216 for the year 1864–5. It was 200 in 1862–3. To this number should be added six assistant teachers for the latter period. In 1862–3 there were none. The teachers are generally contented, and working steadily and well. In the National Society's paper for December there were only two advertisements for situations from teachers in this district, one of whom was not certificated, while in the paper for January I do not think that there was one.

Decreased number of pupil-teachers.

The diminution in the number of pupil-teachers has steadily increased. The following table shows the number of pupil-teachers and candidates examined by me in the two official years 1862–3, and 1864–5. One or two who were examined at outlying schools are not reckoned in either period.

——	1862–3.	1864–5.
Newton Abbot - -	11	5
Bideford - -	6	5
Kingsbridge - -	4	3
Menheniot - -	5	4
Torquay - -	45	25
Plymouth - -	64	45
Tavistock - -	27	16
Truro - - -	53	29
Penzance - -	20	14
Scilly Isles - -	4	2
Falmouth - -	13	12
Devonport - -	—	15
Total - -	252	175

Since 1862–3 the pupil-teachers and candidates in Devonport have been separated from those in Plymouth, so that the total number for the Plymouth centre, which was 64 in the former year, was 60 for the year 1864–5. This is a very slight difference, but here the schools are large, and the managers are obliged to keep up a sufficient staff of teachers. It is in the schools which have an attendance averaging from 40 to 90 children that the loss has been especially felt. At Torquay, for instance, there has been a fall from 45 to 25, and at Truro from 53 to 29, and the total loss in the whole district, since my last report, has been 30½ per cent. This loss is a serious injury to the schools. In Brixham boys' school at the last inspection there was only one pupil-teacher, though 111 boys of the most difficult class in the world to manage, the children of sailors and fishermen, were present at the examination. At Tor school 71 girls were present at the inspection, but there was not one pupil-teacher. Nor has the loss of pupil-teachers been made up to the extent which might have been anticipated by the employment of monitors. There is a growing dislike on the part of parents to allow their children to be used as monitors. The reasons for this are obvious, and indeed are such as one cannot but approve. So, as the employment of unpaid monitors generally is found to be impossible, the monitorial system falls to the ground; for a paid monitor, if continuously employed in teaching, is in other words a pupil-teacher, and the school gains nothing by giving 10*l.* to one instead of to the other. If any modification of the present Code could be devised, by which schools might be encouraged by the prospect of a larger grant to employ extra teachers at the rate of at least one to forty children, that would be perhaps the best temporary remedy for an evil, which cannot, I admit, be permanently cured without a radical change in our educational system.

This loss a serious evil.

Suggestion for meeting it.

Discipline and Instruction.

Out of 14,415 children, including infants and night scholars, whose names were on the capitation schedules, in 233 departments of schools which claimed annual grants, 1,313, or a little more than 9 per cent., were absent from the inspection, owing to illness, weather, and various other causes. Thus, out of 19,550 children, the total number in these same schools present at the inspection, 13,102, or 67 per cent., had made the requisite number of attendances during the year to entitle the managers to a grant on their behalf. Of this number 13,102 again, 10,722 or 81·83 per cent., were over 6 years of age, and were individually examined.

Statistics.

Discipline generally good.

With respect to the discipline kept up among this large body of children, I can again, as in my last report, speak very favourably. Here and there, of course, there are schools where the discipline might be steadier, but in none of them is the failure great enough to induce me to mention them by name, except perhaps in the infant school at Turnchapel, where the disorder was most complete. But this school was under the charge of a young girl, who is hardly equal to the task of managing the infant population of a rough sea-port village. At St. James' School, Plymouth, the discipline has been greatly improved by the change from the old to the new school rooms, where the children have abundance of space, and the teachers have a better control over them. I am particularly glad to be able to give a good report of the general state of the schools in my district as to discipline, for I have long been convinced that good discipline is at the root of all efficiency in our schools for the poor. I have always been careful to notice any defects in discipline on the days of inspection, and it deserves to be mentioned, to the great credit of the teachers, that they have, by their vigorous and systematic efforts, often single handed or supported by an inadequate staff of assistants, succeeded in establishing generally a thoroughly sound state of discipline through the district.

Per-centage of children presented in Standards IV., V., VI.

The subject of instruction presents a wider field for remark, and here I am happy to think that the schools in my district will bear comparison with those in any other part of England. There can hardly be a better test of the state of instruction in a school than the number of children presented for examination under the higher standards. Since the month of May last I have noted down the total number of children in each school presented for examination, and the number presented under the three highest standards. The figures refer to 113 departments, seven of them being exclusively infant schools, and therefore, of course, presenting no children under the higher standards. Had I obtained the figures for the whole year, the result would probably have increased the per-centage for the higher standards, as in the early part of the year many of the best schools in this district come under inspection.

	Number of Children presented for Examination.	Number presented in Standards IV., V., and VI.	Per-centage of Total presented in Standards IV., V., and VI.
113 departments	5,742	1,676	29·40

Comparing these figures with the corresponding statistics

for the year 1863–64, as given in the official returns for the different classes of schools in England and Wales, I find that the result is as follows:— Above the average for the whole country.

Classes of Schools.	Total No. of Children presented for Examination.	Number presented in Standards IV., V., VI.	Per-centage of Total presented in Standards IV., V., VI.
113 departments in my district - -	5,742	1,676	29·40
In National and Church of England Schools	393,221	67,894	17·26
In British, Wesleyan, and other Schools -	108,777	23,439	21·54
In Roman Catholic Schools - -	21,715	2,274	10·42

It is probable that the per-centage of the upper standards for the official year 1864–65 will be higher than it was in 1863–64; but still there is a very wide margin of difference, and this difference is very creditable to the schools in the west of England. Still, however, many schools might present a larger number of children in the three higher standards. Why, for example, should I find at Holsworthy, out of 43 children presented for examination, only six above the 3rd Standard, and the next day at Hartland 22 out of 36? Why, at St. Erth, should only six girls out of 48 be presented in the higher standards, and at Chudleigh 17 out of 41, and again at Salcombe, 21 out of 44? Or again, why should 34 boys out of 72 be presented for examination in the higher standards at Salcombe, 36 out of 105 at Truro Central School, and only 21 out of 115 at St. Mary's, Devonport? I could mention many other contrasts, but these are sufficient to show on what widely different principles the children are grouped for the inspection. I hope that the higher proportion of upper standards will, before long, be the general rule; but, on the whole, as the statistics for the whole country show, I have, at present, no great reason to complain. Differs greatly in different schools.

On the other hand, the per-centage of children who have passed in reading, writing, and arithmetic in my district is smaller than it is in the country generally. The figures, which relate to 1863–64 for the first three groups, and to 1864–65 for my own district, are as follows:— Per-centage of "passes" below the average for the whole country.

PER-CENTAGE of CHILDREN who passed in—

	Reading.	Writing.	Arithmetic.
In National and Church of England Schools.	87·67	85·37	75·36
In British and other Non-Church of England Schools.	90·86	89·47	81·28
In Roman Catholic Schools - -	82·67	80·18	68·46
In my district - - - -	82·92	77·83	66·41

Probable reasons for this difference.

It is impossible, however, to draw any conclusions as to the success of the instruction in these different classes of schools without other materials for forming a correct judgment, which unfortunately we do not possess. It is obvious, in the first place, that those schools which present the greatest proportion of children in the upper standards may be expected, *cæteris paribus*, to show the greatest proportion of failures. Secondly, it is essential to know whether all the inspectors have passed and rejected children according to the same standard. If they have not, then the figures may merely show that some inspectors have been stricter than others, and that in one district children have been rejected, who in another would have passed. And as it is absolutely necessary, if the payments under the Revised Code are to be justly and fairly made, that there should be as nearly as possible a complete uniformity in the standard of examination, I will state here at full length the standard by which I am myself guided in passing or rejecting children under the Revised Code. My plan, then, has been as follows:—In the first year, while I encouraged the teachers always to present the children in those standards under which they ought fairly to be grouped, I thought it right to be somewhat lenient in interpreting the requirements of the Code; and in every new school which I now examine for the first time, I make greater allowances for mistakes than I do in ordinary cases. In the second year I made the examination a little stricter, and in the third year, which began in August 1865, I also began to conduct the examination as I think that we are required to do, by the Revised Code, and as I propose to conduct it without change for the future.

Reading.

My method of examining in reading.

Standard I.—I require the children to read to me, standing by my side, two lines from a book of narrative in monosyllables. I allow no spelling, but I tell them two words, and if they stop at a third, unless it is a word of peculiar difficulty or rare occurrence, I reject them. Children between 6 and 7 years of age I confine, as far as I can, to words of three letters.

Standard II.—The children have to read four lines, standing by my side, from a book of easy narrative. They are passed or rejected as in Standard I. In these two first standards I hold the book and point to each word with my pencil.

Standard III.—The children have to read in their class and holding their own books, at least four lines out of any

book published for their standard, or out of any sequel to the 2nd Book which is in ordinary use in the school. They are passed or rejected as in the lower standards.

Standards IV. *and* V.—The children have to read at least four lines out of any book published for their respective standards, or out of any 3rd or 4th Book which is in use in the school. In the 5th Standard I generally require at least six or eight lines to be read, as in poetry the lines are often very short. I allow them one trial to correct their mistakes in pronunciation, and I tell them one word, after which, if they stop again, they are rejected. I have often protested against the children in the 5th Standard being confined to the poetry of the 3rd Irish Book, not because most of the pieces are so extremely unpoetical, but because there are so few of them, and, having read the same book in the preceding year, the reading of these few pieces in verse is no fair test of their progress. But I doubt whether under the terms of Article 48 I am justified in absolutely insisting upon a wider selection.

Standard VI.—The children have to read a paragraph from any newspaper or book which I may set before them, or from any book published for the 6th Standard. My rule is to allow one mistake only ; but I have not hitherto acted up to it so strictly as I hope to do in future.

Reading unintelligent,

In using the word reading in reference to all these standards, I mean only the correct utterance by the children of the words before them, with a correct observance of stops. It is in this mechanical accomplishment that nearly 83 per cent. of the children presented for examination in my district have passed successfully. But if reading is to mean not only the correct utterance of the printed words, but an intelligent comprehension of what is so uttered, then I fear that the per-centage of children whom I can pass will be very small indeed.

owing to the pressure of the Revised Code.

I constantly find now in the first classes even of good schools a want of intelligence on the part of the children in what they read, and a total ignorance of all the geographical or historical allusions in their lesson, which is very deplorable, and which I certainly should not have found to anything like so great an extent four or five years ago. The reason is not far to seek. The masters and mistresses are forced by the pressure of the Revised Code to pay more minute attention to the lower classes, and at the same time their staff of assistants has been diminished just when there was more work for them to do. So they have cut off geography, grammar, and history lessons, and in the first

Importance of reading.

class, as in the fifth and sixth, confine themselves to ascertaining that their scholars can fulfil the requirements of the different standards of examination. In writing and arithmetic no harm is done. Power and intelligence in these subjects are sufficiently proved by their successful performance. But in reading it is not so. It is quite possible to read with mechanical accuracy, to count one for a comma, two for a semi-colon, and so on, and yet to have very few or no ideas conveyed to the mind by what is read. And this is what is now too frequently found in our schools. I began at first to require from the 6th Standard readers that they at least should show that they understood what they read, and had some knowledge of geography. But I soon found that this test would exclude almost all the readers, so I am obliged to be content, as in the lower Standards, with the mechanical power of reading. Yet the reading lesson is certainly by far the most important which a child receives in the way of real education. It is an opportunity for moral and religious teaching, for enlarging the mind by illustration and explanation, for opening new fields of knowledge in the geographical and historical allusions which are scattered through the lesson. In the hands of a good teacher a reading lesson to a first class, given without hurry in a class-room or a quiet school, should be the most interesting, instructive, and educating lesson of the day. He should explain the words which they do not understand by reference to others which are familiar to them; he should contrast their ungrammatical language with the expressions in the book before them; he should point out upon the map the names of all the places mentioned, so as to localize the impressions of the children; he might here and there mention important circumstances connected with these places, and explain in simple terms the historical allusions, where they relate to our own country, and above all when they relate to his own neighbourhood; he should point out to the children the points to be imitated and admired in the characters and conduct of the persons about whom they are reading. This is my idea of a reading lesson, as it ought to be carried out every day in every National school. But I cannot lay the whole blame upon the teachers for their failure in this respect. It is not an easy matter for one man or woman to keep in order and instruct, even in the most elementary way, 70 or 80 children of different ages and attainments, and who are very irregular in their attendance at school. To require more than this is to require what without an adequate staff

What a reading lesson should be;

but is not, and cannot be with the present scarcity of teachers.

of teachers it is almost impossible to accomplish. The tendency of the Revised Code has been to improve the instruction of children from six to eight years of age at the expense of those from 10 to 12, for, as I have already said, it has tended to diminish the staff of teachers, and it has made a child of six years old of the same importance, in a money point of view, as a child of 12. And yet it may confidently be asserted that between the ages of 10 and 12 a month's instruction is thrice or four times as important as it is between the ages of six and eight. The influence of our schools upon the education of the country is the influence of their first classes. I have proved the truth of this statement again and again in night-schools, and among young men and women at work on the mines. The little children, however well they may be taught, if they leave school at nine or ten years of age, in the course of a year or two will have forgotten all they knew. If they stay to reach the first class they will then be of an age to gain three and four times as much profit as they could before from an equal amount of labour bestowed upon them.

The Revised Code has improved the lower classes at the expense of the upper;

which, however, are of the greatest importance.

In my own district I especially regret the loss of geography from the weekly time table. A very great amount of emigration has gone on from both these counties; wherever mines are worked in any quarter of the globe, there Cornishmen are to be found, and a large proportion of the population is engaged in sea-faring pursuits. There is scarcely a school in Cornwall, and very few in West Devon, in which there is not a good handful of the children who have relations settled abroad. Yet I find generally a deplorable ignorance, not only of the geography of America and the Colonies, but of their own country and county. It is in connexion with reading that geography can be most profitably taught under present circumstances, and the review which I have here given of the state of the instruction under this head leads me again to suggest that your Lordships should devise some means to encourage the employment of a larger staff of teachers in our schools.

Loss of geography lessons a great evil for Devon and Cornwall.

Writing.

Standard I.—I call out slowly eight or ten letters, capital and small, twice over, and if the majority of the letters are correctly formed by the children on their slates I give to each child a second trial for any particular letter. But I reject every child who cannot form the majority of the letters legibly upon the first trial, or all the letters upon the second trial.

My method of examining in writing.

Standard II.—Each child has to copy, accurately and legibly, a couple of lines from a book, upon his slate. Two mistakes in spelling or in the formation of the letters disqualify him from passing.

Standard III.—Two mistakes in spelling in from three to four lines of print are allowed. I always choose an easy piece, indeed I do not care how easy it is, for this Standard, and I read the passage through, both before and after the children have written it. But I never repeat the words in dictation twice over.

Standard IV.—Two mistakes in spelling are allowed here in not less than four lines of print. I dictate three or four words at a time, sometimes more sometimes less, according to the sense and the difficulty of the words. I never repeat them twice over, but after the passage is finished I read it slowly through again, that the children may correct their own mistakes if they can.

Failures in dictation owing to want of intelligence;

Standard V.—The children have generally to write from dictation eight short or six longer lines of poetry. In ordinary cases I read a line at a time, and do not repeat the words. At the end of the verse or verses I read the lines slowly through again, and allow two mistakes in spelling. I very often find great failures in the dictation of this Standard, arising from the want of intelligence on the part of the children. Here again the importance of intelligent reading is shown, for the children fail generally, not from bad writing or spelling, so much as from not understanding the sense, and so writing nonsense, or being afraid to write at all. Up to the present time I have not read over the passage before dictating it, but, as poetry is perhaps more difficult for dictation than prose, I propose in future to read over the lines beforehand in this Standard, where I give poetry for dictation.

Standard VI.—A short paragraph from a newspaper or five or six lines from an ordinary book have to be written from dictation; here two mistakes in spelling are allowed. Here, too, I dictate three, four, or more words at a time, according to the sense, and read the passage slowly through again when the dictation is finished. With respect to all the standards it is my ordinary rule to allow only two mistakes in spelling. But it is of course necessary to use some discretion here. I should not reject a child for three or even four mistakes, if two of them were in the names of out-of-the-way places, or in words of rare occurrence. It might also be right to reject a child for one very bad mistake two or three times repeated. But my ordinary

practice is to allow two mistakes and to reject on the third.

The writing on the whole is very satisfactory, and the spelling is much improved. The greatest number of failures arises, not from mis-spelling of particular words, so much as from a want of comprehension of the sense of what is dictated. The children do not listen to take in the meaning, but put down the first word which they hear immediately, and if four or five words have been dictated to them, they forget the latter portion, and either write down nonsense or nothing at all. This is especially the case, as I have said, in the 5th Standard. The masters sometimes will say that the children do not hear a particular word. That is not so. They hear it, but they do not understand its meaning, or its connection in the sentence; so they either leave it out or put down some word of similar sound which is familiar to them. For example, I have given for dictation those lines of Shakespeare's which are to be found in one of the reading books for the 5th Standard:—

> "Freeze, freeze, thou bitter sky!
> Thou dost not bite so nigh,
> As benefits forgot,"

and at the end of the third line, I have explained that "forgot" was the same as "forgotten," yet many of the children would write down "for God." Not understanding the meaning, nor thinking of the nonsense that they were writing, they put down a word which was of similar sound and familiar to them. The master, perhaps, would say, "They thought that you said 'for God.'" My answer would be that they ought not to think so,—that boys of 11 and 12 years of age should be able to distinguish between sense and nonsense, and that it is not the hearing only, but the intelligence for which dictation is so good an exercise. It must show that boys are accustomed to read without intelligence, if they would look over their paper on which they had written "as benefits for God," and see no mistake or absurdity in it. The more the reading is improved the more will the dictation improve also.

may be traced to unintelligent reading.

Arithmetic.

Standard I.—I read out five numbers between 1 and 20 slowly, twice over, and then look at each slate. If three out of the five numbers are wrong the child is rejected. If two only, or one, are wrong, I give a second trial; but on the second trial, they must all be correct. I then call out numbers to be added or subtracted according to the Code, and

My method of examining in arithmetic.

give each child two trials. A failure on the second trial disqualifies a child, though he may have written his figures correctly.

Standard II.—I call out two or three sums, in addition and subtraction, up to thousands, but not higher. The children must put them down on their slates, and work at least one of them correctly. If no sum is right, whether the failure be in notation or in working, the child is rejected. Then comes the multiplication table, which I ask in and out at hazard. What is 7 times 8? If a child answers correctly I am satisfied; if not, after failing in four or five numbers, I let each child say one of the Tables regularly through. I tell him two numbers, and if he stops again, he is rejected.

Standard III.—I call out three sums, one in division, one in multiplication, one in subtraction, the first up to hundreds of thousands, the second to tens of thousands, and the third to thousands. Two out of the three must be put down and worked correctly. The multiplier is always of two figures.

Standard IV.—The children are required to write down from dictation three sums or easy questions in compound rules, and to work two out of the three correctly. In girls' schools I require that one at least, and that either in multiplication or division, should be worked correctly, and the others by right methods.

Standards V. *and* VI.—The rule which I have given for Standard IV. applies, *mutatis mutandis*, to both of these standards.

All the statistics show a greater per-centage of failures in arithmetic than in reading or writing. This is easily to be accounted for. Under each standard in arithmetic there are, so to speak, two or three separate subjects, in all of which the children must pass successfully. The little children have not only to write down numbers and to read them, but also to add and subtract mentally figures up to 10. In the second standard a child may work the sums correctly and fail in the multiplication table, and so on throughout all the standards. In notation the failures are very numerous, and a little improvement in this respect would greatly reduce the per-centage of failures in arithmetic in my district.

The age of the scholars is slightly increased in this district since my last Report. There were in 1862–3, on the registers of 155 schools inspected for annual grants, 2,409 children over 12 years of age. In 1864–5, in exactly the

same number of schools, the corresponding number was 2,491, an increase indeed of only 3¼ per cent., but still in the right direction.

How should column VI. in the examination schedule be filled up?

In conclusion, I am anxious to draw your Lordships' attention to article 4 in the Revised Code, and to the present practice of filling up column VI. in the Examination Schedule. An entry is to be made in this column for every child whose parents are employers of labour, or do not support themselves by manual labour. There is no regulation which under the present system of public grants it is more necessary to insist upon, if we would not pauperize half the middle classes, and destroy in them the feeling of responsibility and of the duty of making some sacrifice for their children's education; but there is no regulation which it is so difficult to enforce, and which is so often evaded. It certainly is an unfortunate arrangement, and one which holds out great temptation to managers to conceal the truth, that the very persons who look to the grant to make up deficiencies for which they are responsible, and which they can often ill afford to meet, should be required to make an entry on the schedule which may have the effect of depriving them of 8*s.*, while at the same time they have so many loopholes given by which they can escape the necessity of making an entry. The loophole which is made most use of is the question in the supplementary rules whether a parent could afford to pay 9*d.* a week for the schooling of each of his children. Now, in the first place, the average cost per child in my district does not amount to 30*s.*, but only to 1*l.* 5*s.* 4¾*d.* per scholar in attendance in schools receiving annual grants, and to a very much smaller sum in schools visited for simple inspection, so that 9*d.* a week would in my schools more than represent what the parent need pay; but of course, as the Code says 9*d.*, the managers do not make the proportionate deduction to their own disadvantage. In the next place, they judge generally that the parent *could* not afford to pay by the simpler knowledge that he *would* not, and that he would remove his child to another school sooner than pay a higher fee. It is in this way that our grants tend to relieve parents of their proper responsibilities.

Suggestion of a new rule.

In my district I have constantly pointed out to managers the intention of the Revised Code on this subject; but the system seems to me to be a bad one, and I would suggest whether it would not be a better plan to fix a certain limit beyond which an entry must be made. Would it not be possible to lay down a rule that an entry should be made

for every child whose parents were rated, say at 30*l.* or more, to the relief of the poor? Several gentlemen in conversation have agreed with me that some such fixed limit is wanted, and I have heard no valid objection against it.

Conclusion. In a social and moral point of view, it is my belief that the schools in this district are still exercising a great influence for good upon their several localities. The managers are active and zealous in the support of education, and inclined to receive Government inspection in a friendly spirit. If, however, I interpret their feelings rightly, I should say that there is also among them a strong desire for greater permanence and fixity in your Lordships' Minutes, and for greater certainty and security from year to year as to the conditions on which grants will be made.

I have the honour to be, &c.

E. P. Arnold.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ending August* 31*st*, 1865, *by Her Majesty's Inspector, the* Rev. H. B. BARRY, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOMERSETSHIRE.

MY LORDS, December 1865.

IN the year ending August 31, 1864, I inspected schools in the counties of Northampton, Nottingham, and Rutland. As reports on these counties will, I believe, be sent in by Mr. Sewell and Mr. Treherne, I shall mainly confine myself to reviewing the state of education in the county of Somerset, in which I have been employed during the year ending August 31, 1865.

Somersetshire. Somersetshire contains a population of 463,261. Mr. Tinling informs me that in January 1863 there were 141 groups of schools in parishes containing a population of 270,473, and 176 certificated teachers. The numbers of groups of schools is now 160, showing an increase of 19, or about 12 per cent.; the number of certificated teachers 211, an increase of 35; 53 parishes have received grants for building, but are not in receipt of annual grants. The number of children for whom accommodation is provided in the buildings of schools in the receipt of annual grants is 29,547; the number on the books, 22,626; of these, 2,298 were under four years of age; 2,009 between four and five; 2,433 between five and six; 2,466 between six and seven; 2,778 between seven and eight; 2,572 between eight and nine; 2,487 between nine and ten; 2,073 between ten and eleven; 1,489 between eleven and twelve; 1,090 between twelve and thirteen; 618 between thirteen and fourteen; and 333 over fourteen. The number in average attendance was 15,437, or 68·2 per cent. of the number on the books; the number qualified by attendance and presented, 13,141, or 58 per cent.; of these 9,907 were over, and 3,334 under six.

Number of inspected schools in.

Of scholars.

Income of schools. The returned income of these schools was 20,728*l.* 18*s.* 10*d.*, derived from the following sources:—

	£	s.	d.		per cent.
Endowment - - -	752	13	4	or	3.6
Voluntary contributions - -	7,076	14	4	or	34.1
Other sources - - -	1,548	17	2	or	7.5
School pence - - -	4,858	8	10	or	23.4
Government grant of previous year	6,492	5	2	or	31.3

Expenditure.

The returned expenditure was 21,272*l.* 9*s.* 4*d.*, leaving a deficiency of 543*l.* 10*s.* 6*d.* Of this sum there was spent on—

	£	s.	d.		per cent.
Salaries - - -	16,154	0	2	or	75.9
Books and apparatus -	876	1	6	or	4.1
Miscellaneous purposes -	4,242	7	8	or	19.7

Last grants.

The grant paid to schools during the last year was 6,998*l.* 6*s.* 9*d.* for day schools, and 131*l.* 16*s.* 7*d.* for night schools, making a total of 7,110*l.* 3*s.* 6*d.*, an increase of 617*l.* 8*s.* 4*d.* on the sum paid the previous year.

Position of schools.

These schools are scattered over the county; in some neighbourhoods in clusters, as in the coal district south of Bath, in others at considerable distances. All the market towns are more or less in the receipt of educational grants, with the exception of—

	Population.
Ilchester - - - -	781
Langport - - -	1,812
Minehead - - -	1,582
Watchet - - - -	3,196

Why so many receive no grant.

With two or three exceptions all the parochial schools in Bath and in the parts of Bristol situated in Somersetshire have now certificated teachers. That so many parishes in the county should still derive no benefit from a fund raised by general taxation is no doubt unsatisfactory; but it must be remembered that the present system of State aid has only been a few years in operation. That some places would have a difficulty in raising funds to pay a qualified teacher, I have no doubt, but inability is only one among many causes which prevent the acceptance of State aid. Though much has been done of late to simplify the Educational Minutes, there is still much ignorance and misconception concerning them. I have met with people who supposed that the Government by making a grant became part proprietors of the building, and that Government inspection, when once invited or accepted for annual grants only, could never be shaken off. Diocesan boards would do a great service by putting into circulation plain accounts of the mode and conditions of obtaining grants from the Committee of Council, with examples of the actual amounts obtained by schools of a given size. There are still managers who do not like to subject their schools to the examination and report of a Government officer. Clergymen who have been for many years in a parish are not likely to change the system of conducting their schools. A master or mistress of good personal character, and who has

been a long time in charge of a school, is not often turned away to make room for a qualified teacher. In many places the resources which are wasted on a bad or indifferent school would, with a little good management and when combined with the Government grant, be sufficient to pay the salary of a qualified teacher.

In the list of parishes in Somersetshire in the receipt of annual grants there are 15 with a population under 400. Locking, Kenn, and Flax Bourton with populations under 300, and with numbers on the books of 27, 41, and 30 scholars respectively, have provided themselves with provisionally certificated teachers.

Teachers.

Teachers. Number of.

The number of qualified teachers employed is 211; 99 masters and 99 mistresses were fully certificated and in charge of schools; one mistress was acting as an assistant; two masters and 10 mistresses were provisionally certificated. Of the 99 certificated masters 36 are in charge of boys' and 63 of mixed schools. Of the 99, 83 have been educated in training schools. The following Table shows the colleges at which these masters were trained:—

Masters. Where trained.

	Masters of		Total.
	Boys'.	Mixed School.	
Battersea	7	11	18
Exeter	5	9	14
Cheltenham	6	5	11
Culham	2	6	8
Chelsea	—	7	7
Highbury	5	1	6
Winchester	1	4	5
Saltley	2	1	3
Chester	—	2	2
Chichester	—	2	2
Durham	—	2	2
Peterborough	1	1	2
Carmarthen	—	1	1
Carnarvon	—	1	1
Kneller Hall	1	—	1
	30	63	83
Teachers not trained	6	10	16
	36	73	99

The main supply of trained masters is derived from London and the training schools near the county; 32

come from London, 40 from the near, and only 11 from the distant training schools. Of the untrained masters, three have received a partial training at Westminster and the Home and Colonial institutions, and only one has been a pupil-teacher.

Mistresses.

Of the 99 certificated mistresses 35 are in charge of girls' or girls' and infants' schools, 39 of mixed, and 24 of infant schools; 75 of these teachers have been educated in training schools. The following are the colleges at which the 75 mistresses have been trained:—

Where trained.

	In Girls' Schools.	Infants'.	Mixed.	Total.
Salisbury	3	2	10	15
Home and Colonial	4	7	3	14
Bristol and Gloucester	2	6	6	14
Whitelands	7	1	4	12
Cheltenham	3	2	3	8
Norwich	1	1	2	4
Bishops Stortford	2	—	1	3
Brighton	—	1	1	2
Stockwell	1	1	—	2
Derby	1	—	—	1
Lincoln	—	—	1	1
Edinburgh	—	1	—	1
	24	22	31	77
Mistresses not trained	12	2	8	22
	36	24	39	99

25 mistresses come from training schools in London, 36 from neighbouring training schools, and 14 have been trained at a distance. Of the 23 untrained teachers seven have received a partial training at the Westminster and Home and Colonial institutions, and five have been pupil-teachers. There is a larger proportion of untrained mistresses than of untrained masters, 22 per cent. of the former and 16 per cent. of the latter, and the largest proportion of untrained mistresses is employed in girls' schools. Several of the untrained masters and mistresses, in ability, zeal, practical success, and influence over their pupils, are superior to the average of trained teachers. It is by these excellent qualities that they have been induced and enabled to gain their certificates. But I seldom leave the school of such a teacher without regretting that a person of such natural ability had not had the additional advantage of training. The more I observe elementary schools the more am I convinced of the paramount importance of the educa-

Advantage of training.

tion of the teacher. As is the teacher, so must be the school; if the teacher deteriorates, the school cannot but deteriorate in proportion. It is to the education of the teacher that we must attribute the great improvement in elementary schools which has taken place in the last 20 years. It is something if this education has been obtained by the unassisted efforts of the teachers; it is more if it has been aided, stimulated, and regulated by the course of instruction and the moral and social influences of a well-ordered training school.

Pupil-teachers.

Pupil-teachers.

Numbers in each year.

The number of pupil-teachers in the district was 152. In schools visited after Christmas some of these teachers in the fifth year had left, so that the number I found actually employed was 137, 59 male and 78 female; 25 of these were in the first year, 11 male and 14 female; 18 in the second year, 9 male and 9 female; 37 in the third year, 16 male and 21 female; 38 in the fourth year, 15 male and 23 female; and 20 in the fifth year, 6 male and 14 female. It will be observed that the numbers of pupil-teachers in the third and fourth years who were apprenticed under the old code are greater than in the first and second, and that there are more in the first than in the second year. The latter difference may be attributable to the alarm as to the prospects of the teachers, occasioned by the discussions which took place on the introduction of the New Code. That this alarm has a good deal subsided is shown by the increase in the first year and by the number of candidates; 52 of these were examined by me, 21 boys and 31 girls, of whom 12 were rejected; but 40 does not represent the number admitted, as there are often more candidates than vacancies. The number of pupil-teachers has decreased from 235 in January 1863 to 152. Some considerable decrease was to be expected under the Revised Code. As long as the whole payment of these teachers devolved upon the State there was always a pressure on the part of managers of schools to obtain as many as possible. Now that the managers have to find the funds, the tendency is the other way. As also under the Old Code assistant teachers were only partially, and pupil-teachers wholly paid for by the Government, the latter were almost uniformly preferred to the former. Pupil-teachers were also engaged in several small schools which did not really need

Decrease in.

Causes of decrease.

them. In some large schools assistant teachers have been employed in the place of pupil-teachers with the best effect. Only 11 of these teachers are at present at work in the district. In large schools the requirement of Article 52 *b* will necessitate the employment of a certain number of assistant or pupil-teachers. In schools with an average below 90 the choice of subordinate teachers is left to the managers. In a country district like Somersetshire these schools largely preponderate. That in all schools with an average from 50 to 89 only paid monitors should be employed would be very undesirable, and contrary to the spirit of the Minutes. I am glad to be able to report that this is the opinion of many of the managers themselves, as in several schools with an average below 90 new pupil-teachers have been engaged. Any real deterioration of efficiency would also be felt in a diminution of the grant paid on examination. One salutary effect of the New Code has been to bring all the classes under the direct instruction of the principal teachers. Some of the best country schools I know have been taught altogether by the chief teachers. The aggregate cost also of a given number of pupil-teachers must be much less now than it was under the Old Code, showing that money is spent most economically by persons on the spot. In many cases I notice that the payments to pupil-teachers are less; in no case have I observed that they are larger than they were before.

Cost of, less than under the Old Code.

Method.

Importance of.

The diminution in the number of pupil-teachers should direct attention to every mode of saving the labour and making the greatest use of the time of the head teacher. The children should themselves be made use of in passing books, slates, &c., and one of the scholars in each class might be appointed a monitor for the purpose. More might be done than is done in every school by each class in the preparation of lessons with great profit to the children themselves; even the reading lesson might be so prepared. The habit of working alone and without perpetual assistance is one which should be more cultivated in elementary schools. Great attention should also be given to method and to drawing up a good time table. There are some teachers who fancy that little can be done by a class unless they are standing before it. There are others who make their influence felt throughout the whole of the school, and who so arrange the quiet lessons that each class is always under supervision, and comes in its turn under direct instruction.

INFANT SCHOOLS.

Infant schools.

	On Books.			Presented.	Per-centage of Passes.	Per-centage of those passed in all three subjects.	Number who failed in all three subjects.
	Boys.	Girls.	Total.				
Bath, Monmouth Place	52	41	93	20	93·3	85·0	—
Wells	71	93	164	45	91·1	80·0	—
Widcombe	94	83	177	29	90·7	68·9	—
Pill, Benevolent	81	73	154	7	90·4	85·7	—
Bath, St. James'	112	118	230	58	89·0	72·0	—
Weston, Bath	63	67	130	19	87·7	63·1	—
Bathwick, Victoria	86	92	178	14	83·3	71·4	1
Lyncombe	73	73	146	39	82·8	69·2	1
Taunton Central	119	88	207	15	82·2	46·6	—
Paulton	47	74	121	11	81·8	54·5	—
Walcot, St. Swithin's	83	79	162	28	78·5	42·8	—
Bedminster, St. Luke's	105	60	165	13	76·9	46·1	—
Brislington	72	59	131	28	76·1	50·0	—
Clandown	35	43	78	8	75·9	37·5	—
Timsbury	67	40	107	23	72·4	47·8	2
Bridgwater	50	57	107	14	71·4	35·7	—
Bristol, Temple	201	189	390	76	71·3	43·4	2
Yeovil, Hendford	123	98	221	37	67·5	27·0	1
Midsomer Norton	64	58	122	17	64·7	29·1	3
Weston-super-Mare, Emmanuel	77	67	144	29	63·2	31·0	2
Ilminster	56	38	94	24	41·6	12·5	7
Shepton Mallet	76	71	147	12	41·6	16·6	2
West Pennard, Lower School	50	47	97	36	37·9	13·8	12
Keynsham	51	39	90	None presented.			

Examination of.

Of the infant schools under certificated mistresses 14 are in towns and 10 in large country parishes. The number presented for examination is often so small in comparison with the number on the books that I also usually found my general judgment of the school on an individual examination of the children under six. Such an examination as that proposed in the first edition of the New Code would have been quite practicable, with lower standards, in reading, for instance, first, a knowledge of the letters, secondly, of combining them in syllables, and then of reading monosyllables without spelling.

Relation between, and upper schools.

The relation between the infant and juvenile schools is often not satisfactory. This arises from the difference of system, and from the want of good rules for sending the infants to the upper schools. The work of the infant school should be strictly preparatory to the passing of the standard examinations. The first Standard reading books should belong to the same series that is used in the upper schools

and the system of each school should be so assimilated as to resemble the passing from one class to the other in the same school. The upper schools might be improved by the occasional use of the infant system in songs, movements, object lessons, &c. The best rule for the transfer of children is to allow them to remain in the infant school till they have been presented in the first Standard. The preparation for this examination is peculiarly the work of the infant teachers. It is not advisable that infants should be sent up at five years of age, before they are individually examined, nor that they should remain in an infant school after that examination. In groups of schools children who have not been so presented should be sent to the infant school; yet in boys' and girls' schools I often have to examine in the first Standard children who from age ought to have been in the infant school.

Should have class rooms.

Every infant school ought to have a class room for the babies. I am sorry that several infant schools in my district have no such class room. Without a separate room it is difficult to keep order among the older children, or properly to instruct and amuse the very little ones. A class room should, I think, be made a condition of making a building grant for an infant school.

BOYS' SCHOOLS.

Classification of boys' schools.

—	Population.	On Books.	Presented.	Per-centage of Passes.	Per-centage of those passed in all three subjects.	Failed in all three subjects.
Mells	782	57	44	99.2	95.4	—
Pill, Benevolent	1,800	89	68	95.5	86.7	—
Batheaston	1,698	67	61	94.5	83.6	—
South Petherton	2,423	95	63	94.1	83.3	—
Walcot, St. Swithin's	14,679	196	105	93.9	84.7	—
Wraxall	912	67	53	93.8	83.3	—
Bathwick	5,266	82	62	93.5	80.6	—
Bath, Weymouth House	8,135	110	85	93.3	82.3	—
Wookey	628	54	37	90.9	81.8	1
Yeovil, Paradise Street	4,489	113	83	90.3	79.1	—
Evercreech	1,321	85	59	90.3	75.5	1
Bath, Trinity	7,555	122	70	90.0	72.8	—
Weston, Bath	3,127	90	72	89.3	76.3	—
Milborne Port	1,814	75	51	88.8	72.5	—
Bath, St. Saviour's	4,107	96	64	88.5	79.6	—
Bridgwater, Dr. Morgan's	4,114	150	98	87.7	71.4	—
Crewkerne	4,705	112	56	87.5	67.8	—
Taunton Central	5,695	196	111	87.3	69.3	—
Somerton	2,206	95	66	87.0	62.9	—
Wells	4,525	101	67	86.0	67.1	—

—	Population.	On Books.	Presented.	Per-centage of Passes.	Per-centage of those passed in all three subjects.	Failed in all three subjects.
Bristol, St. Mary Redcliffe -	7,455	249	138	85.7	68.5	4
Weston-super-Mare - -	1,507	162	110	84.5	60.9	—
Shepton Mallet - - -	5,347	127	59	84.1	59.3	—
Brislington - - - -	1,489	51	44	84.0	59.0	—
Glastonbury - - - -	3,593	135	80	83.7	60.0	1
Clevedon - - - -	2,200	85	54	83.3	55.5	—
Milverton - - - -	1,895	72	53	81.7	62.2	3
Bristol, Temple Colston -	5,592	68	51	81.0	50.9	—
Widcombe - - - -	4,592	120	78	79.9	53.7	—
Frome Selwood - - -	4,506	92	68	79.3	55.1	2
Bedminster - - - -	3,911	170	115	75.0	44.3	2
Taunton, Trinity - - -	2,786	72	27	73.9	47.1	—
Lyncombe - - - -	5,308	122	65	73.3	50.7	1
Midsomer Norton - - -	2,064	81	47	71.6	38.2	1
Wrington - - - -	1,617	37	24	69.4	45.8	—
Bedminster, St. Luke's -	6,020	117	53	66.0	54.7	2
Bridgwater, West Street -	4,114	105	31	56.9	22.5	1

Girls and Girls and Infant Schools.

Girl's schools.

—	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Failed in all three subjects.
		Girls.	Boys.	Total.				
Bathwick - - -	5,266	56	—	56	42	98.4	95.2	—
Mells - - -	782	55	12	67	46	94.8	95.4	—
Bath, Trinity - -	7,556	91	—	91	51	94.7	86.2	—
South Petherton -	2,423	99	19	118	63	94.1	83.8	—
Bedminster - -	3,911	215	—	215	80	92.0	77.5	—
Wraxall - - -	912	44	—	44	33	90.9	83.3	—
Milverton - - -	1,895	68	—	68	49	90.2	69.3	—
Bath, St. Saviour's -	4,107	143	52	195	60	90.0	71.6	—
Milborne Port - -	1,814	87	30	117	42	89.6	72.5	—
Wells - - -	4,525	79	—	79	61	89.0	73.7	—
Bath, Weymouth House	8,135	124	—	124	86	88.7	82.3	—
Bath, Octagon - -	—	60	—	60	57	87.8	63.4	—
Wookey - - -	628	71	18	89	31	87.3	62.0	—
St. Mary Redcliffe -	7,455	234	—	234	38	85.7	62.6	—
Lyncombe - - -	5,308	125	—	125	56	84.5	60.7	—
Weston Bath - -	3,127	71	—	71	54	84.5	61.1	—
Widcombe - -	4,592	151	46	197	66	84.3	63.6	1
Crewkerne - -	4,705	99	—	99	47	84.3	61.7	—
Batheaston - -	1,698	64	—	64	47	84.3	61.7	—
Taunton Central -	5,695	96	—	96	46	81.8	56.5	—
Walcot St. Swithin's -	14,679	127	—	127	79	81.4	55.6	3
Weston super-Mare -	1,507	171	—	171	82	80.9	58.5	1
Brislington - -	1,489	47	—	47	38	78.9	44.7	—

	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Failed in all three subjects.
		Girls.	Boys.	Total.				
Pill Benevolent	1,800	121	—	121	63	77.7	46.0	—
Bridgwater	4,114	71	5	76	30	76.6	34.2	4
Evercreech	1,321	103	44	147	62	76.3	56.8	4
Clevedon	2,200	80	—	80	42	75.3	45.2	1
Frome Selwood	4,506	108	60	168	58	74.1	32.7	—
Glastonbury	3,503	132	—	132	65	72.3	36.9	1
Shepton Mallet	5,347	92	—	92	56	70.1	28.7	—
Ilminster	3,241	43	—	43	30	70.0	40.0	1
Bedminster	3,911	136	—	136	56	69.6	77.5	—
Wrington	1,617	103	—	103	48	69.4	35.4	1
Yeovil, Hendford	3,997	46	—	46	25	66.6	32.0	—
Bridgwater, West Street	4,114	106	24	130	35	63.8	34.2	4

Mixed Schools under a Master.

Mixed schools under a master.

	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Number who failed in all three subjects.
		Boys.	Girls.	Total.				
Tweiton	3,012	96	67	163	92	98.2	94.5	—
Cameley	526	72	39	111	67	98.0	79.6	—
Wellington	6,006	129	105	234	127	97.6	93.7	—
Compton Pauncefoot	253	43	49	92	56	97.0	92.8	—
Montacute	992	84	53	137	74	96.8	91.8	—
Leigh on Mendip	534	49	56	105	49	95.2	85.9	—
Chard	5,316	79	63	142	74	91.4	75.6	—
Over Stowey	613	50	53	103	47	91.4	61.7	1
Nettlecombe	327	25	31	56	31	91.3	74.1	—
Bishopsworth	1,606	48	41	89	41	91.0	73.1	—
Stoke Lane	734	60	61	121	43	90.6	74.4	—
Cannington	1,419	99	61	160	85	89.8	77.6	2
Clandown	1,075	75	77	152	59	89.2	89.2	—
Spaxton	1,057	59	59	118	60	88.8	76.6	1
Bradford	552	49	46	95	39	88.8	64.3	—
Keynsham	2,190	67	51	118	67	87.1	68.6	—
Huntspill	1,017	36	20	56	21	85.7	61.9	—
Taunton St. James	5,239	39	27	66	37	85.5	59.5	—
Radstock	2,227	122	102	224	74	83.7	58.1	—
Stoke Gregory	1,139	80	48	128	54	83.3	61.1	—
Burnham	1,490	57	44	101	42	82.5	52.3	—
Dulverton	1,552	75	89	134	83	82.1	61.0	1
Charlton Mackerel	387	42	16	58	26	82.0	50.0	—
Chew Magna	1,855	59	50	109	49	81.5	55.1	—
Martock	2,612	119	47	166	82	80.9	60.9	2
Balstonborough	763	43	38	81	19	80.4	55.1	1
Compton Dando	347	41	34	75	27	80.2	55.5	—
Paulton	1,958	68	86	154	89	80.1	52.8	—

	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Number who failed in all three subjects.
		Boys.	Girls.	Total.				
Nether Stowey - -	876	63	46	109	67	80.0	52.2	2
Winsham - - -	1,033	37	48	85	50	79.3	56.0	—
Chewton Mendip -	976	60	65	125	74	79.2	48.4	1
Kilmington - -	587	43	45	88	37	78.3	40.5	—
West Pennard Upper School - - -	836	25	33	58	37	78.3	54.5	1
Wellow - - -	1,087	59	59	118	51	77.7	49.0	1
Butleigh - - -	1,038	67	73	140	61	77.0	54.0	—
Batcombe - -	713	44	39	83	31	77.0	43.7	—
Marston Bigot - -	369	34	48	82	56	76.1	53.5	1
North Curry - -	1,839	88	76	164	71	75.1	53.5	4
Mark - - -	1,217	52	26	78	41	74.7	46.3	2
Castle Cary - -	2,060	88	40	128	61	72.6	40.9	1
Merriott - - -	1,413	86	47	133	56	72.6	48.5	4
Brendon Hill - -	—	29	27	56	19	71.9	42.1	1
Long Ashton - -	2,000	68	81	149	69	70.0	39.1	3
Catcott - - -	740	82	42	124	41	69.9	34.1	2
Rockwell Green -	—	93	75	168	101	68.6	41.4	6
East Harptree - -	657	32	52	84	35	68.5	48.4	2
Wiveliscombe - -	2,735	105	56	161	112	68.4	33.9	5
Timsbury - -	1,551	52	51	103	76	67.9	34.2	1
Freshford - - -	584	26	33	59	25	66.6	44.0	2
North Petherton -	—	107	90	197	77	65.4	27.2	4
Meare - - -	1,593	63	56	119	49	64.6	34.6	4
Portishead - -	1,201	54	37	91	54	62.9	29.6	7
Dunster - - -	1,112	38	25	63	41	61.8	24.3	1
Haselbury Plucknett -	834	47	28	75	43	61.2	18.6	1
Banwell - - -	1,853	83	87	170	50	60.6	28.0	3
Old Cleeve - -	1,529	65	43	108	48	60.4	22.8	8
Buckland - - -	459	46	49	95	32	58.3	25.0	2
Hinton St, George -	761	36	32	68	35	55.2	20·0	4
Backwell - - -	926	45	41	86	26	53.8	23.0	4
Stogursey - -	1,455	48	61	109	58	52.8	15.5	6
Publow - - -	643	45	51	96	38	48.2	23·6	11
Bishop's Hull - -	1,614	36	49	85	45	47.4	17.7	6

MIXED SCHOOLS under a MISTRESS.

Under a mistress.

	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Number who failed in all three subjects.
		Boys.	Girls.	Total.				
Norton St. Philip -	672	26	40	66	40	93.3	85.0	—
Chantry - - -	264	14	27	41	19	92.9	84.2	—
Templecombe - -	481	27	31	58	30	92.2	76.6	—
Dinder - - -	244	14	20	34	21	92.0	76.1	—
Combe, St. Nicholas -	1,228	58	50	108	52	91.0	75.0	—
Trinity, Frome - -	3,819	58	131	189	26	91.0	76.9	—

—	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Number who failed in all three subjects.
		Boys.	Girls.	Total.				
Dulcote	—	21	32	53	21	90.4	71.4	—
Stogumber	1,398	62	87	149	67	90.0	65.6	—
Churchill	810	46	38	84	31	88.1	74.1	1
Corfe	381	27	30	57	31	84.9	61.3	—
Farmborough	965	46	64	110	42	84.1	54.7	1
Burrington	477	37	46	83	68	83.8	57.8	—
Langford Budville	457	34	34	68	30	83.3	56.6	—
Aller	518	41	35	76	19	82.4	63.1	—
South Brent	905	48	34	82	19	80.7	52.6	—
Kilmersdon	807	28	57	85	33	79.7	51.5	1
Yeovil, Church Street	4,489	54	112	166	54	76.5	50.0	1
Long Sutton	958	39	37	76	24	76.3	45.8	—
Ruishton	506	27	34	61	28	75.6	46.1	1
Shipham	520	32	49	81	31	75.2	45.1	—
Hardington Mandeville	668	41	29	70	28	75.0	46.4	—
Biddisham	147	21	9	30	12	75.0	33.3	—
East Walcot	—	83	86	169	60	73.3	38.3	—
Cranmore	292	30	23	53	25	72.0	44.0	—
Hutton	359	21	27	48	23	71.0	26.0	—
Weston-Super-Mare Ch. Ch.	1,597	102	84	186	46	70.2	30.4	—
Worle	980	55	68	123	47	69.5	34.0	1
Stowey	181	21	27	48	27	67.0	29.6	—
High Littleton	860	46	49	95	28	66.6	44·4	4
Norton, Sub Hambdon	467	35	48	83	32	65.6	18.7	1
Beckington	1,036	35	44	79	26	64.1	30.7	2
East Horrington	868	27	19	46	16	62.5	18.7	—
Bathampton	382	19	21	40	17	60.7	11.7	—
Wincanton	2,450	45	57	102	45	58.5	22.2	6
Bath, Beacon Hill	—	48	58	106	35	58.0	20.0	—
Berkley	386	24	30	54	29	50.8	10.5	2
Bruton	2,072	77	63	140	56	42.2	10.7	13
Westbury	664	23	24	47	24	36.1	—	5

The second column in the preceding lists gives the population, the third the number of boys and girls on the books, the fourth the per-centage of passes, the fifth the per-centage of those who passed in reading, writing, and arithmetic, an important matter in determining the efficiency of a school; the sixth the number who failed in all three subjects.

Observations on boys', girls', and mixed schools.

A good deal has been said and written on the question whether boys and girls should be taught together or separately, and whether a master or a mistress is the best teacher of a mixed school. Abstractedly I prefer that boys and girls should be taught separately, but practically the kind of school must depend on the means and circum-

stances of each place. Separate schools for boys, girls, and infants are generally found in towns. In many large parishes two schools are found, one for boys only, the other for girls and infants. The girls in these cases receive the whole of their education in one school, the boys at a suitable age are transferred to the other school. Such schools should always be provided with a classroom for the instruction of the very little ones. A large mixed school is generally best taught by a master, unless a mistress is a very good disciplinarian. Combe St. Nicholas and Stogumber are good examples of large mixed schools well taught by a mistress. A master in charge of a mixed school should always, if practicable, be assisted by his wife or sister in the morning as well as in the afternoon. The presence of a mistress in a mixed school has a good influence over the girls; and a sensible woman, under the guidance of a master, often becomes a good teacher of the little children. When attendance for a whole morning cannot be obtained the assistance of a mistress for an hour and a half, or even one hour, is desirable, as a good deal can be done with little children in that time. A small mixed school is usually put under a mistress. The populations of parishes in which mistresses are engaged are generally much smaller than those of places in which masters are employed. A large number of the former have a less population than 600. At Burton the mistress is assisted by her husband who is not certificated. A master would probably do better than a mistress in some of the larger parishes. There are usually more boys than girls in a mixed school under a master, and more girls than boys in a mixed school under a mistress. The exceptional cases where there are more boys than girls in mixed schools under a mistress, arise from the presence of very young children, for generally there are more boys than girls in an infant school.

Schools under provisionally certificated teachers.

MIXED SCHOOLS under PROVISIONALLY CERTIFICATED MASTERS.

—	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Number who failed in all three subjects.
		Boys.	Girls.	Total.				
Stratton-on-the-Fosse	335	56	51	107	47	82.2	53.1	—
Northmoor Green -	760	43	21	64	38	69.2	28.9	1

UNDER MISTRESSES.

—	Population.	On Books.			Presented.	Per-centage of Passes.	Per-centage of those who passed in all three subjects.	Number who failed in all three subjects.
		Boys.	Girls.	Total.				
Rodney Stoke, mixed	323	17	12	29	8	91.6	75.0	—
South Stoke - -	375	28	30	58	26	87.1	61.5	—
Locking - - -	152	16	11	27	15	84.4	53.3	—
Berrow - - -	489	23	26	49	26	83.3	65.3	1
Barton, St. David's -	404	34	38	72	30	76.3	48.3	1
Kenn - - - -	282	21	20	41	18	75.9	55.5	—
Combe Florey - -	383	24	25	49	28	70.2	35.7	2
Highbridge - -	762	34	22	56	11	48.4	9.0	1
Flex Bourton - -	215	14	16	30	10	43.3	—	2
West Charlton, Infants	387	20	20	40	18	40.7	5.5	2

The number of these schools is 12, 10 under female and two under male teachers. Of these teachers eight have been apprenticed in the county, and four come from a distance. With two exceptions these schools have been successful, considering the time the teachers have been appointed. The population of Highbridge has so much increased that a provisionally certificated teacher could not again be appointed. The great mass of rural schools in the country have a less average than 100. But the feeling of the managers is against the appointment of these teachers to any but small schools, in which they can be a good deal under supervision. There is therefore at present no fear that ex-pupil-teachers will extensively supersede certificated teachers.

Night schools.

NIGHT SCHOOLS.

—	Presented.	Per-centage of passers.	Per-centage of those who passed in all three subjects.	Number of those who failed in all three subjects.
Twerton - - - -	42	94.4	85.7	—
Wraxall - - - -	16	87.5	68.7	—
Northmoor Green - -	10	86.6	60.0	—
Milverton - - -	16	85.4	68.7	—
Timsbury - - -	22	83.3	54.5	—
Montacute - - -	51	81.0	49.0	—
Bristol, St. Mary Redcliffe	40	80.8	65.0	—
Stoke Gregory - -	4	75.0	25.0	—
Cannington - - -	18	74.0	55.5	—
Marston Bigot - - -	15	73.3	53.3	1
Somerton - - -	26	73.0	61.5	5

	Presented.	Per-centage of passers.	Per-centage of those who passed in all three subjects.	Number of those who failed in all three subjects.
Clevedon - - - -	11	72.7	36.3	—
Long Sutton - - -	26	67.9	38.4	—
Castle Cary - - -	15	66.6	26.6	—
Mells - - - -	7	57.1	14.2	—
North Petherton - -	26	53.8	15.3	3

Number of.

The number of night schools at work was 27, only 16 of which presented scholars for examination. Fifteen of these were examined by myself, and one, Mells, by the managers. I was only able to examine six of the 15 in the evening, the other nine were examined with the day schools, and several of the scholars were in consequence away. All of these schools were taught by the masters of the day school, except Long Sutton, the teacher of which had become qualified under the Old Code.

Most promising.

The largest and most promising of these schools are at Montacute, St. Mary Redcliffe Bristol, and Twerton. At Montacute and Twerton young men and girls are taught at the same hours. The success of these three schools is due to the fact that the parishes are large, that a strong interest is taken in them by the clergymen, and that the masters are men of experience and great personal influence. The number of night scholars presented for examination was 359—310 males and 49 females. Of these 299 or 83·2 per cent. passed in reading; 248, or 69·2 per cent., in writing; and 254, or 70·7 per cent., in arithmetic. The general per-centage of passes was 74·3.

Remarks on.

Night schools are as yet in their infancy. The regulations of the Old Code were adverse to their establishment, but the New Code, and the special provisions for the examination of these schools at night and at the end of the winter half-year, are likely to lead to their increase and improvement. It would be very desirable that students in male training schools should have some practical experience of the best way of teaching adults. For this purpose there should be attached to each training school a night practising school, and a certificate should be required that each student had spent a certain portion of time in it. From want of some such preparation good teachers of children are often not successful in the night school. The importance of night schools is obvious. It is in the night school that children

who leave the day school at a very early age have an opportunity of keeping up and improving their education so as to make it useful to them in after life. Every school should, if possible, be open at night during the winter months, and children who leave the day school for work should be pressed to continue their attendance at night. To do this requires much patience, perseverance, and self-sacrifice on the part of the teachers and managers of schools. But even if three or four scholars could be kept continually at school till they were confirmed a certain result would have been obtained, and the nucleus formed of a much larger school.

General results of the examination of schools.

The general results of the examination of the Somersetshire schools are as follows :—

NUMBER of SCHOOLS.

Per-centages.	Of passes generally.	In reading.	Writing.	Arithmetic.	Of those who passed in all subjects.
100 - - -	—	32	10	6	—
90 and over - -	46	90	39	25	7
80 and under 90 -	72	69	62	45	20
70 and under 80 -	55	27	60	39	28
60 and under 70 -	32	5	24	40	36
50 and under 60 -	10	2	16	27	41
40 and under 50 -	9	—	11	18	32
30 and under 40 -	2	1	1	12	22
20 and under 30 -	—	—	2	8	21
10 and under 20 -	—	—	—	4	13
Under 10 - -	—	—	—	—	3
None passed - -	—	—	—	2	2

It thus appears that the number of schools in which the per-centage of passes was less than 50 was, in reading, writing, and arithmetic, 11 ; in reading only 3 ; in writing only 14 ; in arithmetic only 44 ; and of children who passed in all three subjects 90. The total number of children presented for examination was 9,907, of whom 5,978 were in boys' or mixed schools under a master ; 3,280 in girls' or mixed schools under a mistress ; and 649 in infant schools. Of these 8,844 or 88·2 per cent. passed in reading ; 7,840, or 79·1 per cent., in writing ; and only 7,050, or 71·1 per cent., in arithmetic. The general per-centage of passes was 79·8.

Failures in arithmetic.

Analysis of.

There is evidently great room for improvement in many schools, especially in arithmetic, and in the number of scholars who pass in all three elementary subjects. In

order to find out exactly in what part of the school the principal failure in arithmetic took place, I have examined the per-centages of passes in arithmetic in the schools of the district with the following results :—

PER-CENTAGE of PASSES in ARITHMETIC.

Standard.	Boys' school.	Girls.	Mixed, under a master.	Mixed, under a mistress.	Infant.
I.	72.0	58.1	59.7	45.1	57.9
II.	71.5	72.1	66.8	52.1	55.5
III.	90.5	81.2	77.5	72·2	—
IV.	96.8	84.1	81.2	70.4	—
V.	93.3	88.4	80.4	70.1	—
VI.	84.3	81.8	100.0*	66.6	—

* Only 13 were examined.

It thus appears that in all the classes of schools enumerated the principal failures took place in the 1st and 2nd Standards, or among the youngest children. The per-centages of failures in the 1st Standard are, in boys' schools, 28 ; girls' schools, 41·9 ; mixed schools under a master, 40·3 ; under a mistress, 54·9 ; and in infant schools, 42·1 ; in the 2nd Standard, 28·5 in boys' schools, 27·9 in girls' schools, 33·4 in mixed schools under a master, 47·9 in mixed schools under a mistress, and 44·5 in infant schools.

The number of scholars who failed in reading, writing, and arithmetic was 237, out of 9,907 examined, or 2·4 per cent. It is so far gratifying to find that all the other 9,670 children had learned at least to read or write, or had acquired some knowledge of arithmetic.

General working of New Code.

The general working of the New Code is satisfactory. The teacher now knows exactly the general method and limits of the examination in elementary subjects, and can prepare his school accordingly ; the inspector has a definite standard by which to judge of results in each school ; the child, to whatever annual grant school in the kingdom he may be removed, finds the same system of instruction in reading, writing, and arithmetic at work. In every school the regular scholars are moved from class to class each year, and make a certain definite progress. The lower classes are as important as the upper, if not more so, as they will remain longer in school. The improvement of these classes, especially in reading, is very great. One clergyman of great experience told me that under the Old Code he had endeavoured in vain to impress on his master the import-

ance of teaching these classes to read. On examining his school, shortly before the first inspection under the New Code, he was gratified to find that the previously insurmountable difficulty had been overcome, and that nearly every child could read fluently. The temporary disadvantage of the introduction of the code has been, and is, that the scholars are presented in standards too low for their ages. I fear that many children over 10 years of age have left our elementary schools without any knowledge of the compound rules in arithmetic. But this disadvantage will decrease every year, till for all children who enter school young the examination will be virtually regulated by age as was at first proposed.

Religious knowledge.

Of the religious knowledge in the schools I have visited I can in one sense report most satisfactorily. In most schools there are several children whose acquaintance with the narrative of the Bible and the text and meaning of the catechism is quite remarkable. Few children of the same age in the higher ranks of society are as well informed on these subjects. But the fault, a fault so usual that to remark upon it is a commonplace, is that the religious knowledge is not properly diffused throughout the class. No doubt a lesson addressed to a variety of pupils will be better attended to, understood, and retained by one child than by another; and some teachers appear to think that they have done all that they can do, if questions are answered in the class or division by any of its members. But it is lamentable at most examinations to observe that all the replies are from the same handful of scholars, while the mass make no attempt to answer. I cannot but think that a good deal of the fault arises from the modes of questioning commonly adopted. Of these, perhaps, the requiring a simultaneous answer is the worst. To the common observer all appear to reply of themselves, but to the practised ear the apparently spontaneous answer is but the echo of two or three voices. The questioning only of those who hold out their hands leaves the slow and timid child without examination. The only sound and satisfactory test of oral teaching is that applied under the New Code to reading, writing, and arithmetic, the test of individual proficiency. The value of this teaching is best measured by the number of scholars who can reproduce it. The schools in my district have all been examined in the subjects of oral teaching on this principle. The children are not only questioned individually, but I note down whether they answer the questions addressed to them. In order to do this

Best method of orally examining in.

I have schedules filled up containing the names, ages, and attendance of the children, with columns headed Holy Scripture, Catechism, Geography, Grammar, and History, opposite the names. By comparing the number of answers with the number of questions put, I am able to state the results in figures, and also to notice how many children answer all, some, or none of the questions addressed to them. In case a child does not answer the question, I select one to answer of the other scholars whose hands are held out, and thus keep up the interest of the whole class. I do not publish the per-centages obtained in each subject, as the system was new to the teachers. If, however, I have to report again, I shall probably do so.

Geography, history, grammar, falling off in.

In what are called the higher subjects of instruction, geography, grammar, and history, there has been a decided falling off since the introduction of the New Code. Out of the schools inspected by me in Somersetshire, only 54 presented scholars to be examined in geography, only 22 in grammar, and only 12 in history. If lessons cannot be given on these subjects at the same time that the lower classes are well instructed in reading, writing, and arithmetic, these lessons must be given up. But in good schools, where the first difficulties of the preparation for the Revised Code examination have been overcome, I see no reason why these lessons should not be resumed. They would enlarge and enliven the minds of the children in the upper standards, and enable them to pass a better examination in elementary subjects. The great object in the geography lesson should be to teach the use of a map. This is a knowledge which few of the working classes possess, and which when once acquired is seldom forgotten. The best way to give this knowledge is to use blank maps exactly corresponding in all but the lettering with the maps used for instruction. There is no lesson in which children take greater pleasure and which gives them with greater ease and rapidity a knowledge of the relative positions of places. This is the mode of teaching geography adopted with great success in Germany.

A child in the first class should be taught enough of grammar to enable him to see the incongruity of gross mistakes in speaking and writing, and should also have some acquaintance with the leading facts of the history of his own country. I am glad to say that in many schools in the county these lessons are again to be given to the upper classes. Another useful subject in which I generally examine the elder children is the writing of a letter. To know

Letter writing.

how to begin, compose, and direct a letter is a valuable accomplishment, and one highly appreciated by the working classes. I usually find on my second visit to a school that a great improvement has taken place in this respect. Letters may be written at home or as a quiet lesson, and should afterwards be revised by the teacher and the mistakes pointed out on the blackboard. A boy or girl who has passed through a good elementary school should be able to read fluently and intelligibly, to keep accounts, and to write a letter.

Miscellaneous Suggestions for the Improvement of Schools.

Suggestions on the examinations of schools by managers.

Periodical examinations of schools by the managers themselves. Such examinations might take place on a given day in each quarter, and should embrace the subjects in which the school will be examined on the day of inspection. The advantages of such an examination would be the knowledge the managers would gain of the real state of the school, and the opportunity it would give the teacher to correct the deficiencies noticed. The examination should be strictly individual, and the results recorded in a book provided for that purpose. Backward children should receive extra instruction in the subjects in which they are deficient.

Teaching children in standards.

Every school should be taught in standards instead of classes, or the standard and class should be made identical. No better basis can be found for the organization of a school than the reading, writing, spelling, and arithmetic. For oral teaching, two or more standards can be grouped together.

Needlework.

Needlework should be taught in classes based upon proficiency in sewing only. The work of each class should be so progressively graduated, that a girl who had passed through all the classes should have been well practised in all the common stitches. The training colleges as a rule turn out very good sempstresses, but more pains might be taken to make students acquainted with the best methods of teaching needlework to a number of girls and of organizing a school for the purpose.

Notification of the appointment of teachers.

The appointment of a qualified teacher should at once be notified to the Education Office. The name of the teacher would then be entered on the register of the school, or if there were any grave ground of complaint against him, the managers would be referred to a previous employer. This notification is especially necessary in the case of ex-pupil-teachers engaged as provisionally certificated teachers.

Night schools.

The main object of the night school should be to continue the education of those children who leave the day school. For this purpose alternative standards of examination of an easy progressive character would be very desirable. It will be difficult to obtain the attendance of some scholars unless the instruction ensures definite progress.

Ages at which children shall be presented.

I sometimes find forward children under six presented in the 1st Standard. This is not desirable. Children, however forward, in the 7th year should not be presented in a higher Standard than the 1st; in the 8th year than the 2nd; in the 9th year than the 3rd; in the 10th than the 4th; in the 11th than the 5th; nor before the 12th year in the 6th. There are many ways of passing in each Standard between fair and excellent.

Attendance of children.

The difference between schools as regards the attendance of the children is very remarkable. In order to show this I give a list of the 10 best and the 10 worst attended schools in the county. The attendance mark is found by adding the per-centages which the average attendance and the number of qualified scholars respectively bear to the number on the books, and dividing by 2.

—	Number on Books.	Average.	Per-centage.	Qualified Scholars.	Per-centage.	Attendance Mark.
Best attended Schools.						
Bath Octagon, Girls'	60	58	96·0	52	86·6	91·6
Chewton Mendip, Mixed	134	117	87·3	124	92·5	89·9
Wraxall, Boys'	67	56	83·5	64	95·5	89·5
Burrington, Mixed	83	67	80·7	81	97·5	89·1
Weston Bath, Boys	90	83	92·2	77	85·5	88·8
Winsham, Mixed	85	77	90·5	74	87·0	88·7
Batheaston, Boys'	67	56	83·5	62	92·5	88·0
Mells, Girls'	67	63	94·0	55	82·0	88·0
Weston, Bath, Girls'	71	66	92·9	59	83·0	87·9
Norton, St. Philip, Mixed	66	57	87·8	58	86·3	87·0
Worst attended Schools.						
Churchill, Mixed	84	37	44·0	38	45·2	44·6
Worle, Mixed	123	58	47·1	53	43·0	45·0
Bridgwater, West Street, Boys'	105	55	52·3	39	38·0	45·1
Radstock, Mixed	224	114	50·8	93	41·0	45·9
South Brent, Mixed	82	40	48·7	37	45·1	46 9
Bristol, Temple, Infants'	390	196	50·2	174	44·6	47·4
Aller, Mixed	76	36	47·3	38	50·0	48·6
Catcott, Mixed	124	71	57·2	51	41·1	49·1
Bedminster, St. John's, Infants'	168	130	77·3	48	22·6	49·9
Highbridge, Mixed	56	36	64·2	21	37·5	50·8

As both the efficiency of the school and the amount of the Government grant depend on the attendance, every means should be taken by the managers to increase it,—such as representations to the parents, encouragement of the children, and the learning and adopting from the best attended schools other expedients that have been found successful.

Arithmetic. Scholars in the 1st Standard should learn the addition and subtraction tables of the digits; in the 6th, the rules for calculating prices mentally. Children should also be taught to prove their sums. In schools where this is done I find a greater accuracy in arithmetic.

Writing. In writing in the 2nd Standard a great point should be made of accuracy of transcription, and the passages copied should contain a great variety of common words; the dictation of the 3rd Standard should always be given after the reading lesson and from the passage just read. Scholars in the upper Standards should write their dictation in books, and copy out at the end of the book, and learn by heart, the words mis-spelled.

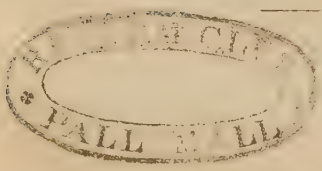
Log book. Some teachers do not know what to enter in the log book, and I sometimes see "ordinary progress" running through whole pages. The best entries are those which indicate the subjects of the lessons given, or the results of examinations. Either entry need not occupy more than a line; *e.g.*, 1st class, Bible lesson, 2nd chapter of the Acts. Examined 3rd Standard in arithmetic, of 20, 15 passed.

Leaving book. It would be useful to enter in a separate book the names of the scholars who leave the school, the ages at which they leave, the cause of leaving, the Standard in which they were last examined, whether they still remain in the place, and if so, whether they attend the night school.

I have the honour to be, &c.

H. B. BARRY.

To the Right Honourabl
The Lords of the Committee of Council on Education.



GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. B. J. BINNS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOUTH WALES.

MY LORDS, December 1865.

DURING the two years, which have elapsed since the publication of my former report, I have been occupied, with the exception of a few days' work at the close of last year in North Wales, almost uninterruptedly in the inspection of schools and other official duties within my district. The schools, which require to be visited on account of annual grants, have now become so numerous, as to leave but little time at my disposal for mere cases of simple inspection. Besides endeavouring to gain a more accurate knowledge of the progress and requirements of education generally in this part of the Principality, I have, since the Revised Code has come into operation, examined each of the former class of schools twice, and in some cases thrice, in conformity with its regulations. I am, therefore, able to report to your Lordships upon the condition and working of these schools somewhat more fully than I did on the last occasion, and to offer a few suggestions as the results of my observation and experience.

Character of the district.

The district, which has been assigned to me, comprising as it does six entire counties, is, I imagine, one of the largest in point of area at present under the superintendence of a single Church of England Inspector. According to the Census returns of 1861 it covers 2,816,599 acres, and contains a population of 699,722 persons. It comprises within its limits schools of every conceivable type and character, from the humble roadside shed to the large and imposing-looking town establishment, with its various separate departments and its complete staff of teachers and apprentices. Some of these are situated in places where the Welsh language almost exclusively prevails, while in the neighbourhood of others it is perfectly unknown. Some are attended by the children of poor agricultural labourers, who can with difficulty meet the weekly demand of one penny for the schooling of each child, while in other cases liberal payments are made quarterly in advance, and the necessity for voluntary subscriptions is almost unfelt. Schools attached to large collieries and iron or tin works are for the most part supported by stoppages, varying in amount from one halfpenny to twopence in the pound, from the workmen's wages; while in one or two highly favoured instances a liberal endowment

almost covers the entire annual expenditure. With such a diversity as this, it becomes difficult to institute comparisons between one school and another, or to derive conclusions of a general nature as bearing upon the important question of national education.

Statistics of schools.

The following table exhibits the number of schools, &c. inspected by me during the official year ending August 31, 1865.

Counties.	Schools.	Departments.	Certificated Teachers.	Pupil-teachers.	Candidates.	Scholars present.
Brecon - -	20	22	18	13	4	1,464
Cardigan - -	14	15	14	7	5	1,441
Carmarthen -	30	32	31	24	6	3,247
Glamorgan -	57	87	84	73	27	9,437
Pembroke -	27	30	28	27	14	2,398
Radnor - -	4	5	5	—	—	320
Total -	152	191	180	144	56	18,307

By comparing this table with a similar one in my former report, it will appear that there has been an increase in the number of certificated teachers of 30, and of scholars present during examination of no less than 2,852; while on the other hand there has been a decrease in the number of pupil-teachers of 27, and in that of candidates for apprenticeship of 26. In the returns given by the managers 7,538 are stated to be under seven years of age, and 7,863, exclusive of infants, have attended school for less than one year; while on the other hand but 3,001 have attained the age of 12 and upwards, and 4,919 have continued in their respective schools for three or more successive years.

The total income, as stated in the returns received from 145 of the foregoing schools, amounts to 18,535*l.* 2*s.* 3*d.* Of this, 5,251*l.* 7*s.* 6*d.* was raised from voluntary contributions, 5,377*l.* 10*s.* 11*d.* from school pence, and 6,386*l.* 0*s.* 4*d.* was paid by your Lordships under the terms of the Revised Code, leaving only 1,520*l.* 3*s.* 6*d.* to be supplied from endowments and other sources.

Within the last two years no fewer than 23 new schools have been added to my list. Of these, 14 had certificated teachers at the time they were placed under inspection; two have since then qualified themselves to receive grants, and seven still remain as cases for simple inspection only; they have all been visited by me with the exception of four, which have been added recently. The names of these schools will be found under the headings of their respective

counties. Certificated teachers have been substituted for others not so qualified in the case of eight schools already on my list, and in that of six others the teachers have passed their examinations successfully, and have thereby brought their schools within reach of annual grants.

In addition to my other duties I inspected nine night schools, having an average attendance of 270 scholars. I also examined the scholars belonging to seven other night schools along with the children of the day school; and in one instance, where my personal attendance could not be given without much inconvenience, the managers kindly undertook to hold the examination themselves under the special provisions of the Code. These schools are all under the care of certificated teachers, who have incurred so much extra labour, not, however, without feeling that their usefulness is thereby extended, and their influence increased.

A few remarks upon the schools and the state of education in each county may now be fitly introduced. (1.) Breconshire. The schools at Talybont, Llangynidr, Llywell, and that for boys at St. John's, Brecon, are in a creditable state of efficiency, and exhibit good results. A new school at Gwenddwr has been recently inspected for the first time; it is situated fully six miles from any other school, in a neighbourhood where Welsh prevails, and the attendance since the opening has been most encouraging. Beyond this, in a north-westerly direction, towards Cardiganshire, there are at present no schools under inspection; the population in that part of the county being for the most part poorer and more widely scattered, and the number of wealthy residents being fewer, than in the eastern and central portions, there are but slight hopes of seeing the want soon supplied. The school at Llangasty Talyllyn, owing to its small attendance, has been withdrawn for the present from inspection, and that at Llanelly, near Abergavenny, has, through the appointment of an uncertificated teacher, lapsed into a case for mere simple inspection. There are but three certificated mistresses now employed in this county, only one of whom has an infant school. Breconshire.

(2.) Cardiganshire is still only partially supplied with schools of a character to receive annual grants. In the northern part of the county there are now two schools, viz., Llancynfelin and Elerch, under certificated teachers; while a third, inspected this year for the first time, at Penrhyncoch, employs a teacher holding a provisional certificate under Article 132. Each of these schools is actively worked, and promises well. Two others, at Llanfihangel- Cardiganshire

y-Creiddyn and Llangwyryfon, have been just added to my list. New schools are in course of erection at Aberystwith, where the old ones had become hopelessly dilapidated. The important school at Penyparke, to which the working classes of Aberystwith have been so long indebted, still maintains its efficiency, and a large increase of scholars has taken place during the past year. The schools at Llanarth, Lampeter, Llandygwydd, and Cardigan were also in good condition at my last visit. The last named town contains the only separate girls' school under a certificated mistress to be found in the county, and hitherto I have been unable to discover any separate infant school. It is in this county also that the Welsh language still retains its strongest hold, and hence the work of education is necessarily rendered slower and more difficult. Scholars frequently commence their school life at an age when others are leaving it off, and their teachers' anxiety to bring them on rapidly causes them to hurry over the rudiments to the detriment of their real progress. Learning is, however, manifestly held in high repute, and from no part of Wales have so many recruits been added to the clerical and other professions. The well-known grammar schools within the county have chiefly contributed to bring about this result, but they again are often supplied with scholars from the elementary schools, and it is still a matter of regret that so few of the latter exist in the eastern and southern parts of this county.

Carmarthenshire.

(3.) Throughout the greater part of Carmarthenshire schools are fairly supplied, and the work of education has made satisfactory progress. New schools at Cwmdwr and Llanarthney have been added to my list, while those at Bettws and Cwmamman are now in receipt of annual grants, owing to the employment of certificated teachers. The large and important school at Llanboidy, erected and mainly supported by W. H. Powell, Esq., having nearly 200 scholars in ordinary attendance, has been inspected for the first time; it is situated in a district where for miles around no other school exists, and it is conducted with praiseworthy zeal and energy. The National schools at Carmarthen have largely increased their attendance of late; the erection of a separate infant school has at length become a matter of urgent necessity, and is, I am happy to find, likely soon to be undertaken. Besides these the schools at Dafen, Llandovery, Llanfihangel Aberbythick, Abergwili, and Llanstephan continue full, and are in a very creditable state of efficiency. New schools are con-

templated at Cilycwm and Gorselâs in the parish of Llanarthney; and I have further the satisfaction of stating that in Llanelly, although the application for a building grant was ineffectual, new Church schools are in course of erection, the cost of which will be defrayed solely by private contributions. Infant departments are found in connexion with the mixed schools at Dafen and Llandilo, but no separate infant school under a certificated mistress exists at present in this county, and there are but two girls' schools, viz., those at Carmarthen and Llandovery. The northern and western portions of the county are still unprovided with adequate means for the instruction of the working classes, and the general poverty of the district, together with its sparsely scattered population, place formidable difficulties in the way of those who would endeavour to supply this want.

Glamorganshire.

(4.) In Glamorganshire 15 new schools have been added to my list,* and the number of scholars present at the several inspections has increased as much as 1,912 within two years. The new schools are each of them in places where the means of instruction did not previously exist, and there are still abundant openings for additional schools, both in new localities and in others where the existing accommodation is confessedly inadequate. The active efforts now made under the auspices of the Llandaff Diocesan Board will, it is to be hoped, in time go far towards supplying these wants; but it would be still more satisfactory were the proprietors of the various works so thickly spread over this county to take the initiative, and to provide for the educational wants of their workpeople on a more liberal scale than hitherto. As an example of enlightened benevolence I record with pleasure the efforts of the English Copper Company at Cwmavon, whose works are situated in a densely populated valley, and whose schools, six in number, have been placed under inspection within the last two years. At these schools 919 children were assembled on the days of my visits, and their appearance and demeanour spoke favourably for the care and influence exercised over them. I must also notice the efforts which have recently been made in the parish of Gelligaer, where, although a large and excellent endowed

* These are—1. Cardiff, St. John's infant school. 2. Fochrhiw. 3. Pontlottyn. 4. Pantywaun. 5. Penprisk. 6. Pontypridd. 7. Penydarren. 8. Troedyrhiw. 9. Tymaen. 10. Oakwood. 11. Port Talbot infant school. 12. Resolven. 13. Oystermouth. 14. Newton infant school. 15. Pentre Ystradyfodwg.

school has been for years at work, yet owing to its being placed at one end of the parish, the children at the other end were unable to avail themselves of it. The Rev. G. Harries has therefore erected three other schools near Rhymney, and on the heights between that town and Merthyr Tydfil, where the opening of new collieries has drawn together a considerable population, and he is now proceeding with the erection of a fourth. Nor should I omit to mention what has been accomplished in Swansea through the exertions of the Rev. E. B. Squire. There are at present in the parish four sets of schools, comprising seven departments, and having 1,155 scholars present at inspection. Each of these schools is under the charge of a certificated teacher, and is not only conducted with thorough efficiency, but also enjoys the benefit of active and careful superintendence. The boys' National school in particular has steadily increased from year to year, and is now one of the largest and best in my district. A room in a crowded and hitherto neglected part of the town, which was formerly used as a dancing saloon, has recently been secured for the purposes of a school, which is now in full operation. In addition to these I am happy to be able to report very favourably of the condition of the schools at Loughor, Ystalyfera, Bryncoch, Cadoxton, Pyle, Llandaff, Whitchurch, Cardiff, St. Mary's, St. Fagan's Castle, Gelligaer, and the boys' department at Aberdare. There are at present 19 girls' schools and 14 infant schools in this county under certificated mistresses, whose influence in forming improved habits among the female scholars is decidedly beneficial. There is still a lack of good schools in the peninsula of Gower, in the vale of Glamorgan, and in various detached places within the county.

Pembrokeshire.

(5.) In Pembrokeshire but few changes have occurred. Existing schools for the most part are doing their work effectively, but the minute subdivision of the county into parishes and scarcity of funds preclude the hope of much increase. A new school-room has been built at Brawdy; this school and those at Cilgerran, Fishguard, and Letterston are the only ones under certificated teachers in the northern portion of the county, extending from Cardigan to St. David's Head, where the inhabitants are almost entirely made up of small farmers, fishermen, and labourers, and where Welsh is almost exclusively spoken. The large and important schools at Pembroke Dock continue to be well attended and efficiently worked, while those at Cosheston, Rhydberth, and Tenby are also in a satisfactory

condition, owing in part to the active and judicious superintendence exercised over them. A diminution in the attendance was observable last time in the schools at Haverfordwest and Milford, but this, it is to be hoped, may prove only temporary. Two masters in this county have gained certificates, and one school, Wiston, has qualified itself to obtain annual grants. Separate girls' schools under certificated mistresses are only found at Pembroke Dock and Haverfordwest, and separate infant schools at Fishguard and Tenby.

Radnorshire.

(6.) In Radnorshire extremely handsome new schools have been recently opened at Knighton, and one of a suitable character at Heyop. The school at Nantmel was temporarily closed when I visited it in May last, the master having left a few days previously. Two schools in this county, viz., Boughrood and Clyro, together with that at Llyswen on the opposite side of the Wye, are small mixed schools under the charge of certificated mistresses; the boys who attend these schools are for the most part very young, and are easily controlled, while the schools themselves are coming on so well that the experiment, both on the ground of efficiency and economy, deserves the consideration of managers in other localities.

Revised Code.

The Revised Code has continued to work satisfactorily in this district since its introduction; its effects upon the work of teachers have been beneficial, while its conditions are now better understood by managers, more marked results are accomplished, and the examinations are conducted with far less trouble or confusion than at first. The following table will show what has been done during the past year:—

Number presented for Examination.	Passes on Examination.				On Attendance only.
	Reading.	Writing.	Arithmetic.	Total.	Infants under 6.
9,935	8,427	8,377	6,731	23,535	2,319

The number presented for examination, exclusive of infants, is but little over 54 per cent. of that actually in school on the days of inspection, and such a fact will serve to point out to managers and teachers how they can best apply their efforts, if they desire to increase their grants.

I now give the results in the case of six of the largest sets of schools in the district:—

Name.	Number of Departments.	Scholars present.	Number presented for Examination.	Number of Units passed.	Percentage.
Carmarthen - -	2	454	263	729	92·3
Pembroke Dock - -	2	454	341	927	90·6
Swansea, National -	3	676	368	979	88·6
Merthyr Tydfil, St. David's	3	365	194	512	87·9
Aberdare, St. Fagan's -	2	457	267	639	79·7
Cardiff, St. Mary's -	3	353	195	465	79·4

These are well-worked and efficient schools, but another table of a similar kind will show that higher results have been achieved elsewhere in mixed schools:—

Name.	Number of Departments.	Scholars present.	Number presented for Examination.	Number of Units passed.	Percentage.
Cosheston - - -	1	86	64	187	97·4
Uzmaston - - -	1	77	48	140	97·2
St. Fagan's Castle -	1	77	44	127	96·2
Bryncoch - - -	1	76	41	117	95
Rhydberth - -	1	114	48	135	93·7
Abergwili - - -	1	116	62	172	92·4

One of the benefits conferred by the Code is the facility it affords for estimating in this way the comparative merits of different schools. Among other good effects it has produced I particularly observe the following:—(1.) A definite standard is now put before teachers at which to aim in each department of their schools. (2.) All the scholars at present receive, as nearly as possible, an equal amount of attention; even the lowest class, hitherto too frequently abandoned to the care of a monitor, now obtains its share of the head teacher's time and instruction. (3.) The education of the elder scholars is of a more substantial and useful character than formerly; it may be less showy, but it is more adapted to their future wants. Boys who can pass Standard VI. creditably find but little difficulty in obtaining places either as apprentices or assistants in shops, offices, or works. (4.) Teachers, too, are stimulated to greater zeal in their duties, knowing as they do that the results at the end of each year will be closely tested. (5.) The attendance of the scholars is more searchingly inquired into, the causes

of absence noted, greater pressure is brought to bear upon those who are either unpunctual or irregular, and the work of education is pushed on in a more systematic and energetic manner.

There are, however, one or two points on which the Code is said to press somewhat heavily. (1.) The non-attendance of scholars on the day of examination. This arises in some cases from the neglect or the indifference of parents, and in others from the demands of labour. Children at certain seasons of the year are in great request for harvesting, potato and acorn gathering, and barking of trees. The personal influence of the managers and teachers, together with a well-ordered and efficient school, are evidently the main sources to which we must look for a remedy. The number of absentees last year was considerably less than that of the previous one; and in 12 instances all the scholars presented were in attendance on the day of examination. (2.) During the past year epidemics have been very prevalent in this district. Small-pox has committed fearful ravages, and until very lately scarlatina and measles have seriously affected the school attendance. The severe cold of last winter has also contributed to reduce it; and applications were made to me to postpone my visits, which, with the amount of work I have to get through, I was only able to comply with in two instances. The rapid growth of some of the towns and villages in the mining districts has led to the erection of dwellings without drainage, water, or other sanitary conveniences; and the consequence has been, as at Merthyr Tydfil, an alarming rate of mortality. I feel thankful, therefore, for the relaxation of the rule, whereby infants do not forfeit a grant where illness is the cause of their absence, and a medical certificate to that effect is supplied. (3.) The requirements of Supplementary Rule 9 have been in a few instances the subject of complaint. In 12 cases one-tenth of the grant was deducted; all of these, however, with two exceptions, were caused by a non-observance of this rule; and it is to be hoped that managers will in future look more closely to the state of their examination schedules, and see that each of the rules is duly complied with. Good schools, which have been established for some time, find no difficulty in meeting the conditions imposed upon them, and it is only in the case of newly opened ones that some indulgence can be fairly claimed.

Teachers.

The conduct and attention to their duties, as shown by the teachers of this district, have been on the whole very exemplary. Two serious cases of misconduct have, I regret

to say, been lately brought under my observation ; in each of these tavern frequenting and drink led to neglect of duty, and consequent loss of situation. In all other instances satisfactory accounts have been received from the managers during the past year. Recollecting, as I do, the habits that prevailed among schoolmasters formerly, I thankfully record my testimony to the improved tone and steady conduct of those at present in charge of the education of the country. One or two schoolmasters have recently been ordained, and their success has influenced a few others to turn their attention to the clerical profession ; but of the teachers as a body, and especially of the elder ones, it may be said that they are contented with their vocation, and are actively and faithfully fulfilling their duties.

Pupil-teachers.

The number of pupil-teachers and candidates has declined. This is not so much to be wondered at, as managers find the charge of them a very serious one, and the general disposition is to avoid incurring a greater degree of responsibility than what is strictly necessary. The amount of remuneration is in the majority of cases much below that formerly assigned under the Old Code, and apprentices feel that they have now no certainty of being allowed to continue until the close of the period fixed upon in their indentures. In 13 instances last year I find that the results of the examinations were not satisfactory, and warnings have been given to the pupil-teachers of these schools, 11 of which are situated in Glamorganshire and two in Breconshire, that they must improve. At the examination for admission to normal schools held in December 1864, 10 male and four female pupil-teachers were successful ; five of the former and one of the latter were placed in the first class. Three pupil-teachers have been appointed assistants, and 11 others have withdrawn from the profession at the close of their apprenticeship ; four have been removed for misconduct ; one on account of the school being no longer under a certificated teacher ; and 11 have left of their own accord before the expiration of their indentures. The teaching power having been now pretty nearly adapted to the requirements of the Code, a greater degree of care will, it is to be hoped, be exercised with regard to the conduct, instruction, and improvement of these young persons in future.

I now pass on to notice a few matters relating to the internal working of the schools in this district, and to offer a few suggestions with a view to their improvement.

Organization.

Buildings that were erected many years ago are often now felt to be both too small and also inconveniently

planned. There are either no class-rooms, or, what is worse, there are two rooms apart from one another, each of which is insufficient to afford accommodation for the whole of the scholars. In some cases the number of desks is inadequate, and where many have to be examined by means of written papers, this often gives rise to much inconvenience, and renders it difficult to prevent copying. Sometimes the teacher has no separate desk, which, with the records he has to keep, is now quite indispensable. The cupboards and other places for depositing books and school requisites are in many instances imperfectly contrived, and scantily supplied; hence much loss is occasioned, and untidiness results. The same facilities for supplying schools with slates do not exist here as in North Wales, and the younger children are often kept back in their writing owing to the want of a sufficient number in the school. The same may also be said with regard to books, reading cards, and other requisites. The depôts of the Society for Promoting Christian Knowledge, whence these are chiefly obtained, are in this part of the country small, and but moderately supplied; managers and teachers have therefore few opportunities of seeing and examining specimens of apparatus or recently published works, and are consequently unacquainted to a great extent with their utility and value. One or two specimen libraries in central situations would prove of great benefit in this district. Schools in the neighbourhood of coal mines and iron works should further be supplied with lavatories, as the playgrounds are often covered with cinders in place of gravel, and the children's hands and faces become begrimed in consequence.

Registers and log book.

Generally speaking, the school registers are kept with care, and conscientiously marked within the time prescribed. There are, however, one or two points of importance which still demand attention, owing to the increased number of particulars now required in the annual returns. The class registers should be marked each day in ink, and not in pencil, as a safeguard against alterations and erasures. The teacher should be sufficiently familiar with the appearance of each scholar so as to be able to distinguish and mark him at once without calling out his name. No blank spaces should be allowed to remain in the columns of the class registers, but a mark or letter should in every case be inserted, in order that positive information may be afforded as to the attendance on each day. The registers of a school, in order to be reported as well kept, should, in addition to general neatness, exhibit careful filling in of the columns at

the commencement of every quarterly opening, and the totals and averages duly estimated; the admission book and summary should be properly kept, doubtful exceptions to Article 4 specially marked in the former, and, above all, each of the class registers and the summary regularly signed at the close of each school year by the managers. Some of the log books, I regret to say, exhibit entries of an extremely vague and imperfect form, such as indicate a want of thoughtfulness and concern for his duty on the part of the teacher. Thus the letters O. P., denoting "ordinary progress," will appear day after day as the only record of the routine of the school, or the experiments tried by the teacher with a view to the more efficient discharge of his work. In one or two cases I have observed a tendency to indulge in reflections on the managers or the Committee of Council; but it may be advisable to warn teachers that such remarks shall invariably be reported. In addition to the instructions given at the commencement of the latest edition of the log books published under the auspices of the National Society, the three following particulars are of importance, and should, in my opinion, be regularly inserted:—(1.) The number of scholars who make their appearance late after the class registers have been marked; (2), the amount of home lessons prepared by the elder scholars, and the extent to which they have been taught in what are called the "higher subjects"; (3), the particular books of Holy Scripture which they have read, together with such portions of the Catechism, Liturgy, &c. as have been prepared for examination throughout the several classes. Well kept books are not only an index of a careful teacher, they also form a valuable record of the progress and success of the school.

Discipline.

The new system of examination has done much towards establishing a healthier state of discipline in schools. It has checked prompting, copying, and uneasy shifting from place to place, and it has inculcated habits of truthfulness, self-reliance, and upright dealing to an extent beyond what could have been foreseen. Teachers are now in most cases aware of the importance of good behaviour on the part of their scholars, and are zealously seeking to impress it. More enlightened views with regard to the objects, characteristics, and means of maintaining sound discipline are also prevalent among them, and it is justly concluded that if their school career can help to make children more orderly, obedient, and truthful, it has accomplished no mean result. A firm and quiet manner on the part of the teacher, combined with constant vigilance in detecting and repressing

the first beginnings of disorder, and backed with serious advice as to their demeanour in the case of the elder scholars, will generally be found effective in bringing about such discipline as will best promote the welfare of the school, and render corporal punishments almost unnecessary.

Religious instruction.

In reporting upon the instruction given in the schools which I have inspected, I begin with that on religious subjects as being the most important. The scholars who can read receive lessons daily from the Old and New Testament, and besides this, in most cases commit select portions to memory at home. I invariably examine at greater length in the events of our Lord's life, and the lessons inculcated in his parables and discourses, than I do in the history of the Old Testament; and I endeavour to impress upon teachers the greater value of a sound knowledge of some definite portion of Holy Writ, such as one of the Gospels, rather than a vague and inaccurate acquaintance with a larger number of separate books. One main object of Scripture lessons is to awaken an interest for such subjects in the minds of children, and to induce them to become Bible readers at home; the habit of previously preparing the chapter or other portion for each day's lesson is therefore of great importance, and it is to be wished that periodical examinations in religious knowledge were held more frequently by the clergy or other competent persons. The Scripture lessons to the younger children are chiefly oral, but from being too often deputed to a pupil-teacher or monitor, from being desultory or unsystematic, and from the want of suitable illustrations, they are not always as effective as could be desired. Texts, hymns, and short collects or prayers to be repeated at home may with advantage be more generally taught, and care should be taken that whatever is repeated be pronounced distinctly and accurately. For this purpose it is well to have the Lord's prayer, creed, and commandments on printed sheets hung up on the walls of the school-room, in order that any mistake that may occur may be at once rectified. The ability to rehearse these and other portions of the catechism correctly having been acquired, it is of importance in the next place to see that the meanings of the principal terms are understood, and then that Scripture texts and examples can be cited by way of proof or illustration. The upper classes are now usually required to write out a parable with explanation, a life of some eminent Scripture character, or answers to questions on the black-board, while the examination of the children in Standards I. and II. is being pro-

ceeded with. I have still to express a wish that teachers would insist more generally upon complete answers being in all cases given, that they would accustom their scholars to reply more promptly and readily, and that they would make more use of maps and of the black-board during their lessons; if their own questions were less discursive and more direct, concise, and practical, the instruction would tell with greater effect, and the results be more satisfactory.

Reading. The mere mechanical art of reading is not difficult of acquisition even by Welsh children; but to obtain those higher qualities which characterise really good reading calls for all the skill and labour that a teacher can command. One essential point, too frequently overlooked, is clear enunciation, getting the children really to open their mouths, and to speak in such a way as that they can be heard at some distance. Then comes correct pronunciation, to be acquired mainly by the teacher himself first reading each paragraph aloud in the hearing of his class. Afterwards succeed fluency, expression, and emphasis, which make the performance a pleasure to both reader and listener. In addition to the directions upon the subject as given in the ordinary manuals of school method, I beg to call attention to a useful little work recently published in this country;* the writer is a teacher of long experience, and his remarks are characterised by practical ability and good sense. The reading books in common use have not been drawn up to meet the case of those to whom English is a foreign language, and they would be vastly improved were they to give, either at the beginning of each lesson or at the bottom of each page, a short explanation of the more difficult words. More than one set of books should be provided for the use of the scholars in each Standard, and those who are intended for presentation in the two highest should be set to read a good manual of English history, or a connected work upon some useful subject.

Writing and dictation. Writing would be much improved (1), by the use of larger slates; (2), by greater neatness in setting copies on the black-board, the effect of a well-written pattern being most observable; (3), by more frequent practice in large hand; (4), by closer supervision during writing lessons, and greater attention to the correction of faults and errors. Dictation in like manner would produce better results if the reading lessons were studied previously, and the spelling of the

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* "A Few Plain Hints and Suggestions on teaching English in Welsh Country Schools," by James Jones, Master of the Free School, Bala.

difficult words made the subject of remark and illustration on the black-board. The old adage that "eyes are better than ears" nowhere holds good with greater force than in learning to spell. A mis-spelt word is almost sure to strike the attention, and in the earlier stages there is nothing better than frequent transcription. In good schools the more advanced scholars practise dictation on paper with great advantage to themselves, and their exercise books contain neatly written specimens of their ability, which have undergone careful correction by their teachers. There are still some schools in the district from which papers are received plainly showing by their mistakes and their slovenliness that this important branch of education has been neglected.

Arithmetic. Arithmetic has always been a favourite subject with Welsh teachers, inasmuch as it is imparted without much difficulty, and, owing to its utility being so universally appreciated, a large amount of school time and of labour has hitherto been bestowed upon it; still the fact of 3,204 scholars, or nearly one-third of the number presented, having failed to pass their examination in this subject, plainly shows the necessity for increased exertion. A large proportion of these failures occur in Standard I., owing chiefly to ignorance of subtraction and to the habit of using strokes or counting on the fingers during addition. Greater attention should be paid to correct notation in Standards II. and III., and to neat setting down of sums on the papers which are sent up as the work of scholars in the higher Standards.

Higher subjects. English grammar, geography, and history continue to be taught in good schools to such scholars as are capable of receiving instruction in these subjects. The two first are to a great extent acquired by means of text books, which the scholars provide themselves, and from which they prepare lessons at home. Still this by no means supersedes oral instruction, and the use of such illustrations as can be furnished by means of the black-board or the maps hung up on the walls of the school. I make it a rule to examine Standards V. and VI. in these subjects sufficiently to ascertain both the degree of proficiency and the methods of instruction.

Needlework. Needlework is generally well taught in girls' schools under certificated mistresses, but I cannot say as much for it in the case of mixed schools, where a seamstress is engaged to attend in the afternoons. Either from want of system, scarcity of materials, or lack of judicious superintendence,

a sufficient number of good specimens is not so frequently exhibited as could be wished. Knitting is also not as commonly taught as it ought to be, and a false feeling of pride often prevents old or torn garments from being brought to the school for the purposes of alteration or repair.

Vocal music and drawing.

A good many schools are supplied with Hullah's large sheets for teaching vocal music, but, although singing by ear is almost universal, I cannot find that much use has hitherto been made of them, or that a knowledge of musical notation is by any means common. Of drawing I am happy to be able to give a more satisfactory report. Trained teachers are for the most part able to give some amount of instruction in it, and wherever it is taught, there is a correspondent improvement in the writing. At the late examination of the Swansea boys' National school the report states that, "of 70 boys examined, 62 were marked 'excellent' and "two 'good.' Sixty-two prizes were awarded by the Art "Department, and 15*l.* 4*s.* as a money payment, which was "given by the managers to the head master, who had proved "himself such a successful teacher."

Further suggestions.

In concluding this report there are a few suggestions, which I may be permitted to offer, with a view to the more effective working of education in this district.

(1.) The want of more schools, and the inadequate accommodation afforded by many existing ones, induce me to urge, on behalf of promoters of education in this part of the Principality, that their applications towards building or enlarging may meet with as favourable a reception, and as liberal a response from your Lordships, as the terms of your Minutes admit.

(2.) Certain schools, now carried on as mixed, should be divided into separate departments for boys, girls, and infants, and a greater number of female teachers employed. There is particularly a want of more infant schools, and even in cases where these have been already provided, the rooms are sometimes too small and too crowded to admit of separate classes being formed, or proper exercises, such as marching, &c., duly practised.

(3.) School attendance may be further improved by care and exertion. The number presented for examination is much below what it ought to be as compared with that in average attendance. Absentees require more looking after, and greater punctuality in arriving at school should be insisted on. In consequence of so many late comers a great portion of the religious instruction each morning is, I fear,

lost, and habits of carelessness and irregularity are engendered. The school hours in the afternoon should be prolonged sufficiently to admit of Article 41 being fully complied with, and further advantages held out to the elder scholars, in the way of instruction in higher subjects, to prolong, if possible, their school career.

(4.) School pence may in many cases be advantageously raised, and subscriptions yet further increased. Both of these sources of income still bear a disproportionate ratio to the annual expenditure, and the salaries paid to teachers are mostly below the average of other places. The children of paupers in receipt of out-door relief are now in some instances paid for by the guardians, and there is no reason why such a practice should not become general.

(5.) There are still 11 schools in this district, towards the erection of which your Lordships have in each case voted a grant exceeding 200*l.*, where certificated teachers are not employed, but where with a little effort they might be secured; these schools would then participate in the advantages derivable from annual grants, and would go far towards supplying in a more effective manner the educational wants of many hitherto neglected localities.

I have the honour to be, &c.
B. J. Binns.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. J. J. BLANDFORD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DERBY *and* LEICESTER.

MY LORDS, January 1866.

I HAVE the honour to lay before your Lordships a report on the state of the schools which I have inspected in my district during the year ending 31 August 1865.

Number and description of schools inspected.

The number of schools that have been visited in reference to the payment of annual grants in my own district is 174. Of these, 33 are boys', 36 girls', 60 mixed, and 17 evening schools.

Income and expenditure of these schools.

It will be desirable to give an account of the income and expenditure of these schools.*

The total income is 18,377*l.*, which is derived from the following sources:—

	£	s.	d.
Endowments	607	4	8
Voluntary contributions	4,667	12	5
School-pence	6,164	3	9
Capitation grant	5,344	3	9
Other sources	1,593	15	5
	£18,377	0	0

The total expenditure is 19,360*l.* 6*s.*

	£	s.	d.
Salaries	14,765	16	1
Books and apparatus	877	3	6
Miscellaneous	3,717	6	5
	£19,364	6	0

The average income per scholar in attendance is 1*l.* 5*s.* 1¼*d.*

The average expenditure per scholar in attendance is 1*l.* 6*s.* 5½*d.*

Besides the schools to which annual grants are conditionally due, 25 have been visited for simple inspection, from only 11 of these have adequate details of income and expenditure been returned by the managers.

Income of 11 schools (simple inspection):—

	£	s.	d.
Endowment	58	7	2
Voluntary contributions	191	10	3
School-pence	186	10	3
Other sources	18	3	2
	£454	10	10

* Eight schools in the county of Middlesex are included in the returns of income and expenditure.

Expenditure of 11 schools (simple inspection) :—

	£	s.	d.
Salaries - - - - -	429	7	6
Books and apparatus - - -	10	18	11
Miscellaneous - - - -	53	18	0
	£494	4	5

The average income per scholar in these 11 schools was 15*s.* 1½*d.* The average expenditure per scholar, 16*s.* 5½*d.*

Number of certificated teachers.

The number of certificated teachers (masters and mistresses) is 182, of assistant teachers 10, of pupil-teachers (male and female) 155.

Results of examination under Revised Code.

The following table (A.) exhibits in a summary form various particulars connected with the schools* that have been examined.

TABLE A.

Description of School.	No. of Schools.	Number of Children examined individually	Number of Passes in Reading.	Number of Passes in Writing.	Number of Passes in Arithmetic.	Total No. of Passes in Reading, Writing, and Arithmetic.	Per-centage of Passes in Reading.	Per-centage of Passes in Writing.	Per-centage of Passes in Arithmetic.	Per-centage of Passes in Reading, Writing, and Arithmetic.
Boys - -	33	2,113	1,808	1,902	1,599	5,309	85	90	75	83
Girls - -	36	1,912	1,631	1,748	1,247	4,626	85	91	65	80
Mixed -	60	3,431	2,847	2,946	2,181	7,974	82	85	63	77
Infants -	28	553	448	507	320	1,275	81	91	57	76
Totals -	157	8,099	6,734	7,103	5,347	19,184	84	88	66	79

(*continued.*)

Description of School.	Arrangement of Schools in Classes according to the Per-centage of Passes obtained in each School. Per-centage between 100 and 90. Class I.	89 and 80. Class II.	79 and 70. Class III.	69 and 60. Class IV.	59 and under. Class V.	Average Attendance during the Year.	Present in the School on the Day of Examination.	Eligible for Examination but absent on Day of Inspection.	Under Six Years of Age, who have attended more than 200 Times.
Boys - -	9	14	7	1	2	2,623	2,921	200	98
Girls - -	3	12	14	4	3	2,954	3,617	129	609
Mixed -	7	19	14	15	5	4,961	5,667	287	798
Infants -	6	6	6	3	4	2,827	3,227	51	1,479
Totals -	25	51	41	23	14	13,365	15,432	667	2,984

* Tables A., B., and C. do not include the children who were examined in the Middlesex schools.

There were present at the examination of the day schools 15,432 children. Of these, 8,009 being above six years of age, and having attended more than 200 times, were individually examined in reading, writing, and arithmetic; 2,984 of the total number present at the examinations were under six years of age, and had attended more than 200 times; 667, whose names were entered on the examination schedule, and for whom the grant might have been claimed, were absent on the day of inspection.

The average attendance during the year was 13,365.

Out of 8,009 children who were examined individually, there were 6,734 passes in reading, 7,103 in writing, 5,347 in arithmetic, making the total passes in all three subjects 19,184.

Table showing results of examination in boys', girls, mixed, and infants' schools separately.

The following table (B.) shows, amongst other particulars, the number of children presented for examination in boys', girls', mixed, and infant schools, the number of passes in reading, writing, and arithmetic, and the per-centage of passes in the three subjects in each standard. This table supplies the details of which A. is a summary.

TABLE B.

BOYS.

Standard.	Number of Children examined.	Number of Passes in			Total Passes.	Per-centage of Passes.
		Reading.	Writing.	Arithmetic.		
VI.	81	63	78	64	205	84
V.	235	212	206	202	620	87
IV.	364	341	303	339	983	90
III.	382	340	349	314	1,003	87
II.	579	482	533	366	1,381	79
I.	472	370	433	314	1,117	78
	2,113	1,808	1,902	1,599	5,309	83

GIRLS.

VI.	36	31	33	26	90	83
V.	155	127	144	132	403	86
IV.	248	237	219	148	604	81
III.	361	335	322	300	957	88
II.	552	475	528	302	1,305	78
I.	560	426	502	339	1,267	75
	1,912	1,631	1,748	1,247	4,626	80

MIXED.

Standard.	Number of Children examined.	Number of Passes in			Total Passes.	Per-centage of Passes.
		Reading.	Writing.	Arithmetic.		
VI.	83	65	72	57	194	77
V.	280	207	244	233	684	81
IV.	461	413	332	251	996	72
III.	721	647	596	527	1,770	81
II.	1,048	869	977	590	2,436	77
I.	838	646	725	523	1,894	75
	3,431	2,847	2,946	2,181	7,974	77

INFANTS.

VI.	—	—	—	—	—	—
V.	—	—	—	—	—	—
IV.	—	—	—	—	—	—
III.	7	7	7	3	17	80
II.	77	59	75	33	167	72
I.	469	382	425	284	1,091	77
	553	448	507	329	1,275	76

Schools grouped in classes according to per-centage of passes.

In table A. the schools that have been examined are grouped in five classes. The first class consists of those in which from 100 to 90 per cent. of passes were obtained, the second from 89 to 80, the third from 79 to 70, the fourth from 69 to 60, the fifth from 59 per cent. and downwards.

Those schools in the first and second classes may be characterized as very good, good, and very fair; those in the third class as generally fair; but in the fourth and fifth classes, where there is a per-centage of passes under 69, the school may be considered low in the scale of efficiency.

As a general rule the best schools do undoubtedly obtain the highest per-centage of passes, yet there are cases where a low per-centage does not necessarily indicate want of diligence or skill on the part of the teacher, neither does it follow that because one school obtains a higher per-centage of passes than another therefore the former is in a higher state of efficiency than the latter. To compare rigidly one school with another, they must be under similar circumstances and conditions. One teacher may present no class higher than Standard IV., and place the rest who are to be examined in Standards III., II., and I.; another teacher in a school of the same size may distribute the scholars evenly amongst all the standards. It is obvious that the latter school runs a risk of obtaining a lower per-centage of passes than the former, yet it would be scarcely fair,

such being the case, to say that the former was the better school. There are cases where those presented for examination could have passed, and ought to have been placed in higher standards, but upon the whole I think the children in the district have been fairly classed according to their attainments, whether those attainments ought not to have been higher is of course another question.

Boys' Schools.

Boys' schools.

The number of boys' schools examined was 33; they were situated at,—

Whitwell.
Stanesby.
Ironville.
Riddings.
Ilkeston.
Smalley.
Codnor and Loscoe.
Spondon.
Shipley and Cotmanhay.
Horsley.
Kegworth.
Long Whatton.
Sheepshed.
Whitwick.
Castle Donington.
Ashby Lower Grammar School.
Chesterfield, Holy Trinity.
Ashburne.
Melbourne.
Chapel.
Castleton.
Hathersage.
Ashford.
Staveley, N.S.
Edensor.
Staveley Works.
Belper.
Ripley.
Derby, Holy Trinity.
" St. Werburgh's.
" All Saints'.
" Devonshire Street.
" St. Alkmund's.

Upon referring to table A., it will appear that in nine of these schools the per-centage of passes was between 100 and 90 per cent., in 14 between 89 and 90, in seven between 79 and 70, in one between 69 and 60, and in two between 59 and under.

Girls' Schools.

Girls' schools.

The number of girls' schools was 36; they were situated at,—

Sudbury.
Deveridge.
Ironville.
Ilkeston.
Smalley.
Spondon.
Shipley and Cotmanhay.
Horsley.
Codnor.
Kegworth.
Long Whatton.
Sheepshed.
Whitwick.
Castle Donington.
Ashby-de-la-Zouch.
Ashbourne.
Melbourne.
Chesterfield, Trinity.
Chesterfield, Victoria.
Stapenhill.
Chapel.
Castleton.
Hathersage.
Staveley, N.S.
Belper.
Stavely Works.
Ripley.
Bonsall.
Derby, Practising School.
" All Saints'.
" St. Alkmund's.
" Traffic Street.
" Holy Trinity.
" St. Werburgh's.
" Siddal's Lane.
" St. Andrew's.

In three of these schools the per-centage of passes was between 100 and 90 per cent., in 12 between 89 and 80, in 14 between 79 and 70, in four between 69 and 60, and in three between 59 and under.

Mixed Schools.

The number of mixed schools was 60, viz., those at,— Mixed schools.

Tideswell.
Woodthorpe.
Brackenfield.
Bakewell.
Heage.
Longford.
Tibshelf.
South Darley.
Brassington.
Derby, St. Paul's.
„ Christ's Church.
Beighton and Hackenthorpe.
Derby, St. Michael's.
Normanton.
Brampton.
Grassmoor in Hasland.
Norton (Greenhills).
Newbold.
Swadlincote.
Stanton by Dale.
Scropton.
Lullington.
Newmills.
Hayfield.
Whitfield.
Charlesworth.
Hadfield.
Bamford.
Hope.
Edale.
Eyam.
Middleton by Wirksworth.
Crich.
Wirksworth.
Aston.
Alvaston and Boulton.
Allestree.
Ockbrooke.
Hathern.
Coalville.
Measham.
Hugglescote.
Swannington.
Osmaston.
Parwich.
Clifton.
Shirley.
Yeaveley.
Newhall.
Heath.
Alkmonton.
Alfreton.
Little Eaton.
Hulland.
Sawley.
Long Eaton.
Wymeswold.
Matlock Bath.
Heanor.
Draycott and Wilne.

In seven of these mixed schools the per-centage of passes was between 100 and 90 per cent., in 19 between 89 and 80, in 14 between 79 and 70, in 15 between 69 and 60, in five between 59 per cent. and under.

Infant Schools.

The number of infant schools was 28, viz., those at— Infant schools.

Ironville.
Riddings.
Long Eaton.
Swannick.
Heanor.
Draycott and Wilne.
Codnor.
Allestree.
Sheepshed.
Loughborough, Emmanuel.
Loughborough, All Saints'.
Measham.
Ashby.
Ashbourne.
Chapel-en-le-Frith.
Eyam.
Wirksworth.
Staveley, N.S.
„ Works.
Ripley.

Newhall.	Derby, Bag Lane.
Derby, Practising S.	„ Christ's Church.
„ All Saints'.	„ Siddal's Lane.
„ Traffic Street.	„ St. Andrew's.

In six of these schools the per-centage of passes was between 100 and 90 per cent., in six between 89 and 80, in six between 79 and 70, in three between 69 and 60, in four between 59 per cent. and under.

Summary of classification of schools.

Upon summing up these details in boys', girls', mixed, and infant schools, it will be found on referring to table A. that out of 157 day schools—

25	having a per-centage of passes from		100 to 90	are in	Class I.
51	„	„	89 to 80	„	II.
41	„	„	79 to 70	„	III.
23	„	„	69 to 60	„	IV.
14	„	„	59 and under	„	V.

In three infant schools no children were presented for examination, consequently only 154 schools have been classed.

Per-centage of passes lower in mixed than in boys' and girls' schools.

Upon referring to table A., it appears that the mixed schools are the most numerous. During the last 10 years they have been gradually increasing in number, in several cases where the boys are young and do not remain long at school, a mistress has been appointed instead of a master, 20 out of 60, or one-third, are thus conducted.

Omitting infant schools, the per-centage of passes in reading, writing, and arithmetic is lower in mixed schools than in those where boys and girls are taught separately; the greatest difference is in the writing from dictation, the per-centage being five and six per cent. higher in boys' and girls' schools.

The total per-centage of passes in boys', girls' mixed, and infant schools was, in reading 84 per cent., in writing 88 per cent., in arithmetic 66 per cent.

Proportion of absentees small on day of examination.

The last column but one in table A. is worthy of remark, since it will serve to show that there was not much foundation for the fear once felt and strongly urged against the working of the Revised Code, that so many of the children who had attended the required number of times might be kept from school on the day of the examination as materially to affect the grant. There are, of course, cases where from sickness, carelessness of parents, or other causes, children on whose account the grant might have been claimed were absent on the day of the examination, but the number of these absentees is small, being only 667, if

therefore, the portion of the grant which might have been made on account of these children (deducting for failures) be distributed amongst the number of schools examined, the loss sustained by individual schools would be very slight.

The totals in the following table C. show the number of children examined in the different standards irrespective of sex and description of school.

TABLE C.

Description of School.	Standard VI.	Standard V.	Standard IV.	Standard III.	Standard II.	Standard I.
Boys - -	81	235	364	382	579	472
Girls - -	36	155	248	361	552	560
Mixed - -	83	280	461	721	1,048	838
Infants - -	—	—	—	7	77	469
Total - -	200	670	1,073	1,471	2,256	2,339

Total examined = 8,009.

Small number presented for examination in higher standards.

The first point to be observed in the foregoing table is that out of 8,009 children who were examined, considerably more than half were not presented higher than in Standards I. and II.; the next is the very sudden decline of numbers from the lower Standards I. and II. to the upper, and the uneven distribution of the children in the upper standards; between the sixth and the fifth there is a difference of 470; between the fifth and fourth 403; between the fourth and the third 398; between the third and second 785. No circumstances can point out more clearly the necessity of teachers working well in the lower part of their schools.

Examination chiefly confined to religious knowledge, reading, writing, and arithmetic.

The examination of these schools has been chiefly confined to religious knowledge, reading, writing, and arithmetic. There does not appear to be any tendency amongst teachers to fail in giving due prominence to the first subject, but geography and grammar are seldom taught except in the first classes, and in those very irregularly. I have made the pupil-teachers question their classes in those subjects, with a view to ascertain their skill in teaching; but practically the inspection of the schools has been confined to the examination of the children in religious knowledge, reading, writing, and arithmetic.

Schools visited for simple inspection.

The following schools have been visited in reference to simple inspection :—

Bolsover.
Dore.
Biggin.
Kniveton.
Boylestone.
Blackforthby.
Thringstone.
Heather.
Ravenstone.
Duffield.
Breaston.
Barlow.
Sudbury.
Ashover Hill.
Brimmington.
Littleover.
Ockbrooke (infants).
Morley.
Kirk Langley.
Shireland.
Tansley.
Pentrich.
Wessington.
Diseworth.
Belton.

At Duffield there is a certificated master, but no grants have been recently made, on account of the endowment. In the other schools the teachers are neither certificated nor registered; but I have no hesitation in saying that in nearly every one funds could be raised, by a little exertion on the part of the managers, for the payment of certificated teachers, if they were disposed to appoint them.

At Duffield and at Sudbury there are two very good schools. Of the rest, those at Ockbrooke (infants), Boylestone, Belton, and Kirk-Langley are in a fairly efficient state. I cannot report favourably of the others.

Evening schools.

17 evening schools have received grants during the past year. Of these, 10 were for males, 5 for females, and 2 mixed; 9 were examined by the managers, the rest by myself. The total number of scholars examined was 452, the average attendance being 431. 91 who had attended the required number of times were absent at the time of examination.

The following table shows the number who were examined in the different standards:—

Standards.						
VI.	V.	IV.	III.	II.	I.	Total.
17	24	58	87	120	146	452

More than half of those who were examined were placed in the 1st and 2nd Standards. 96 per cent. passed in reading, 84 per cent. in writing, and 66 per cent. in arithmetic. The largest evening schools are those for males and females in St. Peter's parish, Derby; the former is held in Traffic Street, the latter in Siddal's Lane. There is a

considerable staff of paid and voluntary teachers, and an active superintendence is exercised over the whole.

In concluding this report, I have to observe that the Revised Code is working satisfactorily in this district, particularly in the tendency it undoubtedly has to cause the teachers to distribute their care and attention more evenly throughout their schools. Revised Code working satisfactorily.

Your Lordships did not require me to draw up a report for the year 1864; but from 1st January to 31st August 1864 I kept an accurate account of the number of passes in reading, writing, and arithmetic, and it is satisfactory to find from the accompanying table that the per-centages of passes in reading and arithmetic in 1865 show a decided increase over those in 1864.

Year.	Per-centage of Passes in		
	Reading.	Writing.	Arithmetic.
1864	79	87	58
1865	84	88	66

I have the honour to be, &c.

J. J. Blandford.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. A. T. BONNER, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* SALOP, STAFFORD, *and* GLOUCESTER.

MY LORDS, Coalbrookdale, January 1866.

Alteration of district.

AT the time of my last report, August 1863, my district consisted of the county of Salop, together with three census districts of Staffordshire. Since August 1864 the most populous part of the district, the neighbourhood of Wolverhampton and Dudley, has been assigned to Mr. Sandford, and a part of North Staffordshire, formerly in Mr. Fraser's district, has been assigned to me. The effect of these changes was to leave me with very few annual grant cases from September 1864 to February 1865. Part of this time I spent in helping Mr. Sandford in Staffordshire and Mr. Byrne in Gloucestershire, but the greater part I devoted to the inspection of the schools aided by a building grant within my district. So far as Shropshire is concerned, therefore, I am in a position not only to report on the progress made by the schools in receipt of annual grants, but also to compare, with tolerable accuracy, the work of certificated with that of uncertificated teachers; and I venture to think that such a comparison is not without value in its bearing on the question of retaining or abolishing the certificate as a condition of aid from your Lordships.

I propose, in the first place, to remark on the condition of the aided schools.

Increase in the number of aided schools.

And first, I am glad to be able to report a satisfactory increase in their number. Since August 1863 the following schools have become qualified to receive grants:—

Schools formerly under registered teachers but now in receipt of the full grant - - - -	3
Schools whose teachers have been successful in their examination for a certificate - - -	2
Schools newly built and placed in charge of certificated teachers - - - - - -	4
Schools formerly in charge of teachers who did not hold a certificate - - - - - -	9
	18

Large districts destitute of the grant.

There are still, however, very large districts in Shropshire altogether unaided. In the southern division of the county, in a great parallelogram containing 450 square miles, stretching from near Shrewsbury to Bewdley, and

from Wenlock nearly to Ludlow, there is but one school receiving an annual grant—Diddlebury. There is a similar, though smaller, district in the northern division.

Advisability of central schools for neighbouring villages.

It is true that in these districts the villages are almost all small, and the majority are probably unable to maintain singly an efficient school. It is very much to be regretted that there should be so much difficulty in the way of establishing central schools for contiguous villages, with a dame school in each for the very young children. In these small villages the erection of a new school often works a real injury to the neighbourhood, by draining a good school which is maintained in efficiency only by attracting scholars from adjoining parishes. Two of the very best village schools in my district, Eaton Constantine and Stokesay, are suffering from this cause. It is apprehended that the former school will be deprived of the services of its excellent master, in consequence of the diminution in the number of his scholars, following on the erection of a new school at a short distance.

No appointment of a master under Art. 135.

There is no instance in my district of a master appointed to take charge of two or three schools under Art. 135. The expense of an ordinary teacher, plus a share of the certificated master's salary, would equal the cost of a certificated mistress in each school, while the latter plan would be easier, and more efficient in working.

Night schools.

The number of night schools in my present district is very small. There are only nine in Shropshire, and one in Staffordshire. Two are newly established, St. George's and Jackfield. One, Brewood, has ceased to exist. In two cases the managers have applied for permission, under the Minute of February 8, 1865, to hold the examination in April, instead of waiting for the usual inspection in July. The power of holding the examination at the close of the winter session is so great a boon, and makes the establishment of night schools so easy, that I cannot but look forward to a considerable increase in their number.

I do not think that it is generally known that your Lordships do not in the case of night schools insist on the rule which forbids a scholar to be presented twice in the same Standard. Seven out of the nine Shropshire night schools are in the coal district, and the scholars are allowed to compete for the rewards offered by the Coal and Iron Masters' Prize Scheme Association.

Pupil-teachers.

The change in the district assigned to me prevents any estimate of the increase or diminution in the number of pupil-teachers since my last report. In the past year I

have examined 58 pupil-teachers who still continue in service, 13 candidates have been admitted, 14 have left, six of whom have completed their apprenticeship, two have failed in their examination, five have left for various causes, one has been dismissed for misconduct.

As yet there are so many remaining who were apprenticed under the Old Code, that it is difficult to form an estimate of the result of the change in the hours of instruction. On the whole, however, I think that a larger proportion than usual have failed to reach a fair standard in their examination.

Degree of efficiency of aided schools.

I now turn to the degree of efficiency reached by the schools as tested by examination.

In my last report I said that the numbers passed just before the Revised Code came into operation might serve as a datum whence to reckon the advance or decline of education in the district. A considerable allowance must be made for the lack of special preparation for the precise work of each Standard formerly, and perhaps also for the unaccustomed mode of examination, but after making all reasonable deductions on these grounds, the increase in the accuracy of the children's work is very satisfactory.

Per-centage passed in 1863.

In 1863 of 4,474 children,—

3,516, or 78·5 per cent., passed in reading.
2,826, or 63·1 „ „ writing,
2,318, or 51·8 „ „ arithmetic.

and 1865.

In 1865 of 6,054 children (infant schools are omitted),—

5,494, or 90·7 per cent., passed in reading.
5,195, or 85·8 „ „ writing.
4,502, or 74·6 „ „ arithmetic.

The proportion presented under the respective Standards is almost the same in both years. Rather more than one-fifth of the children were presented in the higher Standards, 21·9 per cent. in 1863, 21·8 per cent. in 1865.

The lower classes more improved.

The highest rate of increase is in the lower Standards, the lowest of all chiefly; showing that the stimulus of the Revised Code has been most effectual in the point, where, according to universal testimony, it was most needed. There seems little reason now to fear general neglect of the lower classes; indeed, the numbers seem to show some tendency in the opposite direction, for while the passes in arithmetic have increased 30 per cent. in the lower classes, they have declined 10 per cent. in the higher Standards. Possibly this partia falling off may be partly accounted for by past neglect. Those children who are now in the upper classes, and getting a fair share of attention, were among the younger children two years ago, and receiving perhaps less than their

fair amount of teaching, and so are imperfectly grounded. Probably the more carefully taught little ones will pass more successfully than their predecessors, when they reach the higher classes.

Religious instruction.

I do not think that the religious instruction has suffered, as many anticipated, in consequence of the special attention devoted to the elementary subjects. In one point, at least, I can report a decided improvement. Ludicrous mistakes in the familiar words of the Lord's Prayer and the Creed are far less common than formerly. I still have to remark, however, that ability to repeat the Catechism correctly, or to write out the facts of Bible stories, or the words of a parable, is no proof whatever that the children can make intelligent application of their knowledge. I am glad to specify Rodington, Lilleshall, Hinstock, and Cleobury Mortimer as very favourable instances of careful and intelligent religious instruction.

Children often retained too long in infant schools.

It has been the custom in several of the infant schools in my district to retain children who have passed the examination in the first Standard. Very frequently the salary of the teacher depends partly on the amount of the grant, which of course is a strong inducement to keep the children as long as possible. In these cases the elder children naturally take an unfair share of the teacher's attention, for the proper system of infant school instruction is incompatible with the special preparation of children who are to be examined personally. The power of withholding a part of the grant does not quite meet the case, for it is quite possible that a school might reach the Standard "fair," in which case a deduction could not be recommended; whereas it might have reached the Standard "good," if the time taken up by the elder children were spent on the proper infant school work. I always strongly urge draughting children into the upper school as soon as they have passed Standard I., but I should like the practice to be made compulsory.

A deduction from the grant conditionally due has been made under Art 52*a* in eleven cases; in eight for faults of instruction or discipline, in three for a violation of the supplementary Rule IX., which requires that a whole class shall be presented in the 4th Standard at least. I do not know the exact sum thus forfeited, but it certainly does not exceed 50*l*., which is but a trifling per-centage on the whole grant, 5,023*l*. 13*s*.; while the benefit of the stimulus reaches every school in the district. It is not often that so great an advantage is secured by the infliction of so light a penalty.

I now come to the order of the several schools arranged according to their actual success in the examination.

Order of merit of A.G. and S.I. cases.

The following is a nearly complete list of the schools under inspection in my district. I am compelled to omit three simple inspection cases for lack of proper memoranda. Their place, however, would be very low down indeed, and would tend only to corroborate the conclusions to be drawn from the list as it stands.

The schools taught by uncertificated teachers are marked in *italics*, so that a glance will tell the relation of the one class of schools to the other.

I gave the same examination, as nearly as possible, to the whole number, requesting in the case of unaided schools that all children under six should be omitted, and all who had not attended with sufficient regularity to be fair specimens of the school's work.

The figures in the first column constitute the numerator of a fraction whose denominator is 300, showing the per-centage passing in the three subjects of examination. The second column contains the per-centage examined in the higher Standards IV., V., or VI. The total, which fixes the position of each school in the list, is given in the third column; and the total number examined in the fourth. In some few instances the second column is left blank; in those cases I have no record of the division into the respective Standards, and have estimated as fairly as possible the position the school ought to occupy.

*** The — signifies that I do not know the right number presented.
The 0 signifies that none were presented.

School.	Per-centage passed.	Per-centage in Higher Standards.	Total.	No. examined.	School.	Per-centage passed.	Per-centage in Higher Standards.	Total.	No. examined.
Shrewsbury, St. Alkmund's, B.	290	31	321	77	Shrewsbury, Coleham, G.	286	13	299	45
St. George's, B.	299	21	320	187	*Albrighton*	278	21	299	37
Penkridge, G.	261	56	317	39	Whittington, G.	284	14	298	43
Eccleshall, B.	293	21	314	82	*Cleobury Mortimer, B.*	244	54	298	76
Eaton Constantine	289	24	313	37	Stokesay	279	18	297	48
Minsterley	279	32	311	34	Wellington, G.	265	32	297	52
Shrewsbury, Coleham, B.	293	17	310	47	Leaton	274	22	296	27
Pool Hill, B.	295	14	309	105	Battlefield	295	0	295	25
Broseley, B.	284	24	308	82	Whittington, B.	277	17	294	41
Lilleshall	282	25	307	142	Middle, B.	266	28	294	39
Clun, B.	286	19	305	36	Lapley	259	35	294	37
Much Wenlock	268	36	304	112	Welshampton	274	19	293	63
Handsworth	283	21	304	86	Oswestry, B.	263	30	293	83
Brewood	283	19	302	66	Clunbury	276	16	292	67
Pool Hill, G.	292	9	301	26	Rodington	275	17	292	52
Middle, G.	284	17	301	23	Madeley, G.	260	31	291	58
Pontesbury	271	29	300	88	Westbury	268	23	291	51
					Coalbrookdale, B.	274	16	290	92

School.	Per-centage passed.	Per-centage in Higher Standards.	Total.	No. examined.
Malins Lee	274	—	274	102
Shrewsbury, St. Chad's, B.	271	—	271	84
Hinstock	264	24	288	61
Oswestry, G.	271	16	287	48
Cannock	268	19	287	64
Madeley, B.	261	26	287	106
Wem, B.	267	19	286	52
Wrockwardine, G.	264	22	286	31
Norton-in-Stockton	263	23	286	38
St. George's, G.	273	11	284	52
Dawley	266	—	266	36
Kinnerley	262	22	284	77
Worfield, B.	258	26	284	56
Acton Trussell	250	33	283	36
Worthen	255	27	282	69
Coven	250	32	282	52
Coalbrookdale, G.	248	34	282	41
Chirbury	230	52	282	23
Market Drayton, G.	265	14	279	49
Shrewsbury, N.S., B.	258	21	279	46
Sutton Maddock	259	20	279	20
Newcastle-in-Clun	254	24	278	33
Meole Brace	248	30	278	33
Sheriff Hales	264	13	277	62
Ketley	260	15	275	71
Whitmore Reans	260	14	274	51
Ryton	257	17	274	28
Shrewsbury, St. Mary's, G.	256	—	256	67
Hope-in-Worthen	254	20	274	44
Ashley	252	18	270	55
Oxon	252	18	270	27
Upton Magna	235	35	270	54
Bridgnorth, St. Leonard's, B.	253	17	270	62
Shrewsbury, St. Chad's, G.	249	—	249	55
Hordley	245	24	249	33
Eccleshall, G.	244	24	268	57
Shiffnall	245	23	268	44
Broseley, G.	231	37	268	58
Kemberton	250	16	266	24
Tittensor	249	—	249	—
Bomere Heath	264	0	264	20
Prees	241	23	264	60
Wrockwardine, B.	238	26	264	31
Bishop's Castle, B.	236	28	264	56
Moreton	252	11	263	37
Eardington	247	16	263	44
Beckbury	245	18	263	11
Morville	232	31	263	19
Essington	242	20	262	54
Wem, G.	252	9	261	42
Ludlow, B.	225	36	261	100
Loppington	239	21	260	28
Shrewsbury, N.S., G.	247	12	259	25
Bridgnorth, St. Mary's	237	21	258	66
Whitchurch, B.	238	—	238	110
Diddlebury	235	—	235	74
Duddleston Heath	240	16	256	42
Caynham	250	4	254	22
Donington Wood, B.	242	12	254	78
Bishop's Castle, G.	222	32	254	49
Hodnet	244	8	252	38
Kinnersley	241	11	252	17
Donington Wood, G.	229	21	250	57
Market Drayton, B.	219	29	248	66
Ellesmere, G.	232	15	247	59
Hopesay	222	25	247	40
Bushbury	229	17	246	70
Norton Canes	230	16	246	56
Wombridge, B.	234	10	244	20
Quatford	220	24	244	29
Blymhill	221	22	243	59
Ludlow, G.	226	15	241	83
Wellington, B.	220	20	240	87
Iron Bridge, B.	226	13	239	30
Sambrook	221	18	239	28
Alb:rbury	219	19	238	31
Church Aston	214	24	238	41
Whixall	219	18	237	64
Adderley	223	13	236	44
Bilston, St. Mary's, B.	180	54	234	26
Preston-in-the-Wildmoors	233	0	233	12
Norbury	208	25	233	24
Wombridge, G.	216	16	232	25
Shelve	211	21	232	28
Shrewsbury, St. Mary's, B.	213	—	213	165
Penkridge, B.	183	45	228	53
Cockshutt	225	0	225	52
Bishop's Wood	211	14	225	27
St. Martin's	200	25	225	35
Church Stretton	215	9	224	72
Worfield, G.	200	22	222	31
Cleobury Mortimer, G.	190	32	222	56
Hednesford	190	25	215	32
Sheinton	200	13	213	15
Bridgnorth, St. Leonard's, G.	193	20	213	44
Iron Bridge, G.	181	29	210	37
Church Eaton	177	33	210	27
Eaton	206	0	206	16
Berrington	204	0	204	20
Sclattyn	192	11	203	27
Shiffnal, G.	188	14	202	50
Little Drayton, B.	182	20	202	44
Great Wyrley	188	11	199	27
Bilston, St. Mary's, G.	146	50	196	26
Hope Bowdler	194	0	194	18
Shrewsbury, St. Alkmund's, G.	145	45	190	31
Jackfield	165	21	187	38
Newtown	179	3	182	29
Dawley Bank	153	—	153	100
Porthywaen	181	0	181	32
Knightley	153	28	181	43
Neen Solars	152	29	181	27
High Ercall	180	0	180	36
Cressage	174	0	174	20
Rhydycroesau	173	0	173	19
Stoke, St. Milborough	167	5	172	37
Munslow	167	0	167	31
Croxton	138	34	172	32
Clungunford	147	23	170	34
Little Drayton, G.	150	18	168	36
Middleton	133	35	168	22
Chelmarsh	160	0	160	23
Little Wenlock	157	0	157	19
Harley	156	0	156	32
Llanvair Waterdine	153	0	153	28
Kinlet	134	19	153	26
Tibberton	148	0	148	43
Stottesdon	145	0	145	33
Nash	143	0	143	32
Macsbury	142	0	142	26
Whitchurch, G.	127	—	127	29
Newport	126	0	126	23
Adbaston	124	0	124	12
Wrockwardine Wood	64	13	77	52

Inferiority of schools under uncertificated teachers.

Now if a rough division is made of these schools, one third excellent, good, or very fair; one third fair; one third moderate or bad;—there will be found in the first class 52 with certificated, 4 with uncertificated teachers; in the second class 52 with certificated, 4 with uncertificated teachers; in the third class 25 with certificated, 32 with uncertificated teachers. This very great inequality is further increased by the fact that the four schools under untrained teachers in the first class are all exceptional cases.

Cleobury Mortimer is an excellent school, but it is taught by a clergyman, has a very large endowment, and is attended by a somewhat higher class of children than the ordinary National schools.

Albrighton is a rich village, fully capable of maintaining a certificated teacher, but not standing in need of help.

Worfield and Chirbury have large endowments, and are able to maintain efficient teachers without aid from public money.

On the other hand, seven at least of the 25 aided schools in the lowest class can make valid excuses for their want of success. Whitchurch girls' was under an incompetent registered teacher, whose certificate was refused; Hednesford is an entirely new school in a wild district; Clungunford and Tibberton had only just been put under certificated teachers; Great Wyrley, Bishop's Wood, and Jackfield had been for part of the year under untrained teachers.

Considerable allowance must be made for the want of special preparation in the case of unaided schools; but this disadvantage is nearly balanced, perhaps quite balanced, by the much easier examination to which the children were subjected; nearly half were examined in the very lowest Standard; while less than nine per cent. were set to do a money sum.

The overwhelming disparity between the two classes of schools may be made evident also by a comparison of the following tables of the per-centages examined and passed in the several Standards:—

Per-centage passed in aided schools,

CERTIFICATED TEACHERS.

Standard.	Per-centage examined.	Passed in Reading.	Passed in Writing.	Passed in Arithmetic.
1	29·9	81·9	89·9	70·0
2	27·9	90·6	95·9	75·9
3	20·4	95·8	74·4	79·8
4	15·0	98·1	72·1	71·2
5	6·2	97·8	89·6	75·7
6	·6	100·0	92·3	74·3
	100·0	90·7	85·8	74·6

UNCERTIFICATED TEACHERS. in unaided schools.

Standard.	Per-centage examined.	Passed in Reading.	Passed in Writing.	Passed in Arithmetic.
1	41·7	71·7	61·4	35·6
2	29·1	86·7	84·3	42·8
3	20·3	94·0	59·0	49·0
4	8·9	96·5	84·0	64·7
5	—	—	—	—
6	—	—	—	—
	100·0	82·6	69·6	43·0

Cleobury Mortimer, which, as noticed already, is a thoroughly exceptional case, is excluded from this table.

The children in aided schools have a very slight advantage in age. The per-centage of children in them over 11 is 23·1 per cent.; in unaided schools, 2·18 per cent.

With this experience of the working of the two classes of schools, I cannot but look with great apprehension on a scheme for relaxing the present conditions of receiving annual grants.

Improvement the sole object of Parliamentary grants.

It cannot be too often remembered that the object of the Parliamentary grant is to *improve* the schools, and that mainly by enabling managers to attract a higher class of teachers by the offer of a higher salary. It is not intended as a reward for an efficient performance of duty, nor as a means of relieving local subscribers. The common argument ignores this view of the grant. "If an uncertificated "teacher," it is said, "produces as good results as the man "who holds a certificate, why should he not receive the "same grant?" But surely, if the work is done effectually without public money, it is mere waste, so far as the public is concerned, to make a grant, however pleasant it may be to the recipient. A manager may be so exceptionally fortunate as to get an excellent teacher who does not hold a certificate. All that can be said is, that in that case the results are achieved without a grant, which experience showed could not be achieved generally without one, but which are secured to a very great extent by the present system.

Cases of successful untrained teachers are rare.

The actual results of the examination in my district prove that the supposed case of the successful uncertificated teacher is a very exceptional one. The real position of the majority—the large majority—of untrained teachers may be illustrated by an actual example. One of the schools standing very low on the list has been put now under the charge of a certificated teacher. I examined the school in

the autumn of 1865, and found it doubled in numbers and more than doubled in efficiency. If the former master had succeeded in bringing 30 children to a fair standard where a better master has brought 60, instead of being a benefactor to the State, and deserving a grant of $30 \times 8s.$, he injured it to the extent of the 30 children whom he failed to teach.

It is, indeed, a blot on the present system that so many schools are still unaided; but the blot is not simply that they do not receive a grant, but that they have not the improved education which a grant under the present system entails.

It is sometimes said that the unaided parishes pay the taxes, and therefore have a right to share in the distribution of the taxes. But if the unaided schools are already efficient they do not need the grant; if they are inefficient they do not deserve it. The benefit of the grant is by no means limited to the parishes which share it, just as the benefits of good roads are not limited to those who drive along them.

That education should have helped to make the Lancashire weavers patient in their trouble was a blessing to the whole country: to Lancashire, indeed, first and chiefly, but not solely.

Danger of ceasing to make the annual grants dependent on the employment of a certificated teacher.

If it were certain that the number of certificated teachers would not be diminished by throwing the grant open to all schools alike, the cause of education would not suffer, but rather be advanced; for the grant would certainly act as a stimulus to improvement, although the comparatively slight improvement would be purchased at a disproportionate cost. But if a less expensive teacher will bring a grant to a school, I cannot but fear that properly trained and qualified teachers will be less generally employed. I have been a manager of large schools, and know how hard it is to collect subscriptions to pay high salaries. There would be a constant temptation to effect a saving in the chief source of expenditure, the teacher's salary, trusting, perhaps, to additional diligence on the part of the clergyman in order to supply any defects in the teaching.

If it be replied that the interest taken by the country in education is a sufficient guarantee against such a result, I fear that the very existence of the Committee of Council is a proof that the country is not sufficiently alive to the benefits of a good education for the working classes. If its importance were universally recognized there would be do need of a system of public grants; for each parish would

naturally support its school in efficiency. The whole principle of a grant is, that local zeal requires to be stimulated.

Case of efficient teachers really unable to pass the examination.

In one point, however, I strongly sympathise with those who wish for a relaxation of the present rule. Every inspector, I imagine, knows some few teachers who thoroughly deserve a certificate, who nevertheless, in consequence of their age, feel unequal to undertake the requisite course of study, or cannot bear to go in to an examination with a number of young men, and, perhaps, to fail; or who have failed through nervousness, or through lack of opportunity for study. I know at least three such cases, and it is on such cases only that the rules in force press hardly. Such cases are to men in general the main support of the argument against making a certificate necessary to obtaining a grant. And if, under restrictions as to age and length of service, teachers of proved efficiency were to receive a certificate, the greatest hardship under the present system would be removed, and the strongest, or at least the most popular argument against the system neutralized.

I have the honour to be, &c.

ARTHUR T. BONNER.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. W. Campbell, *on the* Church of England Schools *inspected by him in the Counties of* Middlesex *and* Surrey *and in the* Channel Islands.

My Lords, January 1866.

I have the honour to lay before you my report upon the schools visited by me in the new district assigned to me since the presentation of my last report.

Extent of district.

That district embraces the schools in Kensington, Paddington, Bayswater, Brompton, and the outlying localities to the west of London, West Surrey, and the Channel Islands.

Result of teaching under Revised Code.

It might be supposed that, because this area must necessarily embrace schools of very varied character and efficiency, the action of Government teachers upon them must needs present a very varied result at their inspection. But this is not so. I have almost constantly maintained a uniform standard of examination in testing all schools, whether town or country, and I believe that it will be seen, by looking at the examination schedules sent in by me from time to time to the office, that the per-centages of "passes" or "failures" agree in almost all the schools to an unlooked-for extent. This seems to point to the fact that your Lordships' regulations, as embodied in the Revised Code, have been successful in equalizing throughout the country the teaching of those subjects which you have seen fit to recognize, as the basis of the education of the people.

There is no doubt but that, in my district at least, there is a greater *general* knowledge,—greater, perhaps, in *range* than in *degree*,—of reading, writing, and arithmetic. But it is also undeniable that at this point teachers almost invariably believe their work to be done. There is very little heed taken to introduce boys of 12, 13, and 14, who are probably about to occupy a position in life in which a familiar acquaintance with such matters would make them more useful to their employers, and more able to become the authors of *their own* success in the world, a knowledge of the geography of their own country comparatively with that of others, and the history of the development of the political and commercial progress which has made their nation so prosperous and prominent among the peoples of the world. The result of what may be still called the new system of national education may have been the production of more widely extended *means of self*

education, by the mastery of the mechanical subjects of instruction; but unless it can also secure a *taste* for carrying out this work on the part of lads who leave our best schools, it will, in my opinion, have served its end but imperfectly. Such a *taste* will never, I think, be produced by national schoolmasters and schoolmistresses in their present spirit.

I venture to make such a remark because I have not been able, during my recent tours of inspection, to hide from myself the conviction that the one object of almost every teacher's work is, not to send out from his school a boy or girl of acquired strength of character, of increased moral principle, of excellent intellectual attainments (in so far as such blessings can be imparted by school influence), but simply to make sure, by hard, and, in almost all cases, *honest* labour, that they shall "pass the inspector."

Religious knowledge.

With regard to the subjects taught in schools at present, I need not say anything, except upon that of religious knowledge, as your Lordships have already received the results of my official examinations. I am compelled to say that I do not consider the religious instruction in schools of my district to be sufficiently advanced or soundly given to serve as a test of the general intelligence of the school, independently of any higher consideration. To remedy this fault I have suggested, as I believe is the custom of most of my colleagues, a set scheme of religious instruction for both pupil-teachers and scholars, and this I have, wherever I was able to do so, submitted to the clerical manager for his approval and sanction.

Reading books.

I have found generally a great want in the matter of standard reading books. We have had a *douche* of new school books which has been anything but refreshing. The *short*, familiar, and entertaining stories of which they consist render them so soon well remembered that the only method of discovering whether the scholars know the *words* they are reading, is to make them, as I am constantly obliged to do, begin at the *end* of the lesson and read back to the commencement. A new and well-considered series of reading books would be, in my opinion, very desirable.

Modifications in the Standard examinations suggested.

There are a few modifications in the details of the standard examination which I should be happy to be allowed to suggest for your Lordships' consideration. Of these I mention the two following:—that monosyllabic dictation be substituted for the transcription exercise in the second Standard; and that in Standards IV., V., and VI. a written exercise in geography (*e.g.*, a map drawn, exports and imports, climate, tides, &c.), English grammar (a simple

sentence parsed), or history (the characteristics of an age or a reign, the character of a sovereign, the succession of kings, with dates, &c.), should be taken into account in the allotment of the grant. The higher Standards have always much spare time at the beginning or end of the day's examination, and it would be a good way of spending it, to say no more, to *require* such an exercise.*

Pupil-teacher system disappearing.

In the last report which I had the honour of laying before your Lordships I ventured to predict the demolition of the pupil-teacher system; as far as the circumstances of my district are concerned I seem to have been correct. This year will see the last of the apprentices under the old Code, and I believe it will be found to be the experience of all Her Majesty's Inspectors that candidates for the office, both male and *female*, are very few. Not long ago I summoned 15 schools to a collective examination of pupil-teachers previous to the yearly inspection. These schools employed 25 certificated teachers, and the result of my summons was the appearance of three lads, one in his fifth year, one in his first, and one candidate for election.

Assistant teachers and monitors.

In schools whose resources are adequate to the expense, second certificated masters or assistant teachers (under Article 91) are employed; as it appears in my district, with advantage. In other cases managers have recourse to the monitorial system. This works very fairly, with this drawback, that in the best schools where permanent teaching power is most indispensable, employers of boy-labour come in and naturally select the *monitors* for remunerative situations, and so a constant change in the staff occurs, and the supply from which to draw responsible teachers is thus cut off.

I am happy to say that I could select from the schools in my district instances of good and honestly produced results in training, discipline, and instruction much more easily than I could produce cases of marked inefficiency and neglect, but I do not think it would serve any good purpose to particularise in this respect.

Efficiency of schools in the Channel Islands.

I would, however, beg your Lordships' permission to say a few words on the subject of my first acquaintance with the schools of the Channel Islands. I found them in almost every case well-ordered, efficiently taught, and managed with an interest and judgment which surprised me. Mana-

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* This was written before the receipt of the Official Circular of February 1, 1866, containing Mr. Cowie's recommendation on this point.—W.C.

gers and teachers deserve the greater credit for this, owing to the fact that only half the day, in most instances, is allowed for English instruction, the other half being devoted to instruction in French by a master paid, I believe, by the States. The children were quick, intelligent, and peculiarly impressible, and there was altogether a practical seriousness and hearty co-operation among all concerned in the school work which I must confess was most pleasing to me.

Summaries of tabulated reports.

The following are the summaries of tabulated reports on schools visited by me during the year ended the 31st August 1865.

A.—*Number of Schools* (*i.e.*, institutions held in separate buildings and separately managed) - - - - - - 114

Number of school-rooms in which separate teachers are employed :—

Boys' - - - -	75
Girls' - - - -	69
Infants' - - -	55
Mixed - - - -	34
Night - - - -	14

Number of children :—

(*a.*) Present at examination,—

Day schools,—Boys - -	15,322
,, Girls - -	11,745
Night schools,—Males - -	20
,, Females - -	21

(*b.*) In average attendance,—

Day schools,—Boys - -	13,684
,, Girls - -	10,299
Night schools,—Males - -	271
,, Females - -	63

(*c.*) For whom accommodation is provided at eight square feet of superficial area per child - - - - 36,004

Number of certificated teachers - - - -	241
,, pupil ,, - - - -	296
,, assistant ,, - - - -	45

Number of children on school registers :—

(1.) Aged,—

Under 4 - - - -	2,662
Between 4 and 5 - - -	2,571
,, 5 and 6 - - -	3,246
,, 6 and 7 - - -	3,702
,, 7 and 8 - - -	4,611
,, 8 and 9 - - -	4,268
,, 9 and 10 - - -	4,202
,, 10 and 11 - - -	3,632
,, 11 and 12 - - -	2,696
,, 12 and 13 - - -	1,760
,, 13 and 14 - - -	884
Over 14 - - - -	350

(2.) Who have been in school,*—

Less than 1 year	11,732
1 year	5,347
2 years	3,681
3 „	1,995
4 „	1,195
5 „ and over	1,175

B.—*Income and Expenditure.*

Aggregate annual income of schools ennumerated in summary A. :—

	£	s.	d.
From endowment	2,199	9	1
„ voluntary contributions	10,870	7	4
„ school pence	10,314	12	7
„ capitation grants	8,351	8	2
„ other sources	1,881	17	10
Total	£34,617	15	0

Average income per scholar in attendance - £1 8 10¾

Aggregate annual expenditure of schools enumerated in summary A. :—

	£	s.	d.
Annual grants,—			
Salaries	23,578	19	5
Books and apparatus	2,015	6	1
Miscellaneous	10,156	14	9
Total	£35,751	0	3

Average expenditure per scholar in attendance £1 9 9

Number of children in average attendance to which summary B. relates - - - - - - - 24,007

C.—*Passes on Examination and Attendance under Revised Code.*

(*a.*) Day schools.

Number presented for examination and fulfilling Arts. 40–47 :—

Boys	7,980
Girls	4,941
Infants	1,129
Total	14,050
Passes in reading	11,809
„ writing	10,819
„ arithmetic	10,434
Total	34,062
Passes deducted not fulfilling articles of the Revised Code	517
Passes for payment	33,545
On attendance only :—	
Infants under six	3,843
„ paid on fulfilling articles of Revised Code	3,801
Amount of grant under Revised Code	£9,242 0 4

* This return does *not* include infants.

(*b.*) Evening scholars.

Numbers presented for examination :—

Male - - - - -	37
Female - - - - -	8
Total - -	45

Passes on examination :—

Reading - - - -	37
Writing - - - -	39
Arithmetic - - - -	39
Total - -	115

Amount granted under Revised Code - £48 14 2

I have the honour to be, &c.

W. CAMPBELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. S. J. G. FRASER, *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* CHESTER, LANCASTER, *and* STAFFORD.

MY LORDS,

I HAVE the honour to present to your Lordships my report for the year ended August 31st, 1865.

District for inspector.

In February 1863 I received my appointment as inspector for the district, comprising parts of the counties of Staffordshire and Cheshire, and contained in the census districts, Nos. 367–377, both inclusive, and Nos. 380, 381, 393, 447, 453, and 457.

In July 1864 this district was reduced by the transfer of the census districts, Nos. 368, 369, 380, 381, 393, to the care of my colleagues Mr. Sandford and Mr. Bonner.

I propose, however, to make my report on all the schools inspected by me, and not only those contained in my present district.

In the course of the past year I was instructed by your Lordships to assist in the inspection of schools in that portion of Lancashire which had been recently assigned to the late Mr. Birley, who was then lying dangerously ill.

Number of schools visited and of scholars present at examinations.

In the year ended August 31, 1863, I inspected 133 schools or institutions held in separate buildings, and separately managed, of which 102 were annual grant schools, and 31 were simple inspection cases. There were present at the examinations 10,025 boys, 8,594 girls in the day schools, and 92 males and 12 females in the night schools.

In the year 1863–4 I inspected 174 separate institutions, of which 173 were visited for annual grants, and one for simple inspection. The large increase in the number of annual grant visits is due to the necessity imposed upon me by the changes of dates required by the administration of the Revised Code, of visiting several of the schools twice within the twelve months. The schools in the district then assigned me had been arranged for inspection under the Old Code, when I was associated with Mr. Norris, now canon of Bristol, and Mr. Sandford, in the inspection of that part of the county; and the dates all fell in the three or four last months of the year. This arrangement became impossible, when I was the sole inspector for those schools;

and the rules respecting the payment of annual grants rendered the double visit necessary; 15,213 boys and 11,268 girls in the day schools, 775 males and 207 females in the night schools, were present at the examinations.

In the year just ended 120 separate institutions were visited for annual grants, and 20 for simple inspection. The numbers present at the examinations were 11,803 boys and 9,440 girls in the day schools, and 814 males and 203 females in the night schools.

Supply of pupil-teachers.

In the three years ended August 31, 1865, I held 5, 6, and 6 pupil-teacher examinations in the respective years. In the first of these years 214 pupil-teachers and candidates, in the second 361, and in that just ended 234 were examined. The apparent increase in the second year is due to the double examination of the same schools, from the cause stated above. So that the number coming forward for service in schools would seem to be slightly on the increase. Of these, 15 pupil-teachers ended their apprenticeship at Christmas 1862, 35 at Christmas 1863, 35 at Christmas 1864, and 15 more will conclude their service this Christmas. The supply of *candidates only* was 32 in 1862, 42 in 1863, 49 in 1864, and 32 up to August 31, 1865. The corresponding number of those who were examined as first-year pupil-teachers, many of whom were candidates (though I cannot state the exact number of these last), was 27 in 1862, 34 in 1863, 41 in 1864, and 26 in 1865. In the year ended August 31, 1863, there were 207 pupil-teachers; in 1863–64, 249 pupil-teachers; in 1864–65, 171 pupil-teachers in my district. Deducting from these numbers those who concluded their service at the previous Christmas, there were 192 apprentices still working out their term of service in 1862–63, 214 in 1863–64, and 136 in 1864–65. So that in 1862–63, 12 candidates and pupil-teachers; in 1863–64, 77; and in 1864–65, 28 either retired from service or failed in their examination. Some of those who have concluded their apprenticeship have become assistant or provisionally-certificated teachers, others have entered training colleges, and the rest have taken up other professions. The proportion of these last is but small.

Many complaints have been made of the difficulty of obtaining male candidates for apprenticeship; but it would appear from the following comparison of the sexes present at five out of the six examinations held by me in 1863–64, and five out of the six held in 1864–65, that this difficulty is not a very formidable one. In the other examinations I did not record the proportion of the sexes.

Date of Examination.	Candidates.		Year of Apprenticeship.									
			First.		Second.		Third.		Fourth.		Fifth.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1863, October 31	1	3	2	2	1	3	5	5	6	4	4	5
„ November 14	3	6	2	3	2	5	3	4	2	1	2	3
„ December 4	3	6	0	3	2	1	2	2	2	2	2	6
1864, March 12	5	7	4	6	3	14	7	14	7	6	1	2
„ May 28	7	9	2	14	2	9	4	11	5	15	5	11
„ October 1	3	1	0	0	2	3	0	2	1	0	1	2
„ October 22	1	3	2	0	1	2	1	4	5	5	3	4
„ November 12	0	8	4	6	1	2	2	2	2	1	3	2
„ December 10	0	5	0	3	0	2	0	0	1	2	0	1
1865, April 29	11	14	4	10	2	10	2	9	4	9	1	8
Total — Males	34	—	20	—	16	—	26	—	35	—	22	—
Total — Females	—	62	—	47	—	51	—	53	—	45	—	44

Comparing the numbers of the fifth-year apprentices with those of the candidates of both sexes, it will be seen that, allowing for failures, there is a sufficient number of each sex coming forward to replace those who end their service. Still I am frequently asked if I can inform managers of any apprentices who are seeking to be transferred to another school. And this most generally occurs in cases where attempts have been made to secure candidates from their own or neighbouring schools, and have failed. However, though in particular portions of the district there is this scarcity of candidates, the schools, speaking generally, find an adequate number to supply vacancies. Were it otherwise, it would become a matter of anxious consideration whether the supply of certificated teachers could be maintained in the future. As it is, some apprentices do not continue as teachers; and if in addition the number of candidates were less than the vacancies, the number of schools aided by annual grants must gradually decrease until they would bear a very undue proportion to the unassisted schools. If the present ratio continues, the prospect of maintaining the schools now aided appears a very hopeful one.

Increase of aided schools.

I am unable to give a very exact estimate of the state of the district as to the progress of the number of aided schools, as the double inspections of 1863–64 have confused the aspect of the matter. But comparing the number of those aided in 1862–63 with those aided in 1864–65, there is an increase of 18 schools in the two years.

Revised Code examinations.

With respect to the examinations under the Revised Code, I am happy to be able to state that universally in my district managers of schools have accepted the change

in a loyal spirit, and have endeavoured to give the new scheme every opportunity of a fair trial. Some at first complained of the whole system, but gradually have acknowledged that the individual examination is a measure of practical wisdom which secures the elementary groundwork of instruction in a way which could hardly have been done in any other way. At first there was a serious loss of income, owing to the want of practice among both teachers and scholars in the methods of individual examination, and also to the large proportion of unsound teaching in the fundamental part of the arithmetic. And though the deficiency is not yet quite made up, yet I believe that by increased subscriptions and increased school fees, and improvement in the individual and average attendance of the children, the school funds are regaining their usual condition. In some few schools the grant under the Revised Code has even been larger than that under the old code.

Reading.

Taking each subject of the individual examination in turn, I have to report that in general the reading is tolerably fluent, not always sufficiently loud or articulate, but for the most part quite deficient in sustained expression. I have not been able to consider that such deficiency of expression should constitute failure, but I cannot think that the reading is on the whole sucessfully taught, considered as a subject which is to enable the scholar to afford entertainment and furnish interest to those who have no book before them, and might even be unable to read it if they had. Good reading might in this way be made instrumental in enlivening the homes of the poor, and often prevent that unhappy thirst for excitement abroad which grows up in the absence of topics of interest to be read and discussed at home.

Writing and spelling.

The writing is in character good almost universally, and in all the standards; even, round, and the words well separated. The spelling is on the whole fairly good, but weakest in the Fourth Standard.

Arithmetic.

I cannot report nearly as favourably with respect to the arithmetic. The notation is a matter which is singularly unsatisfactory, and there is continual evidence of complete ignorance of the fundamental meaning of rules worked. In the Third Standard it is even now not uncommon to see the larger number placed under the less, and the sum worked out in this way, without the thought of the absurdity of the process occurring to the child. I have often warned, and I do still warn, the children that their attempt is impossible, but frequently in vain. The sum is looked at steadily, and after what appears to be *boná fide* a careful reflection on the matter, is left as it is. This occurs also in

the Fourth and Fifth Standards, but in a less degree. On noticing this to the teachers, I find in some few cases that they have always given out the larger number first, but more generally they tell me that their method is varied both in form and words. Again, another cause of failure which occurs in the Fourth and Fifth Standards is ignorance of the principle of working long division sums. The remainder is left as large as or even greater than the divisor, and by a mysterious process is finally found at the end of the sum a thousand times as large as at the beginning. There is, however, much more accuracy observable year by year, and I trust that this defect may soon be removed from our school statistics.

Girls' arithmetic.

It has been customary to consider that girls generally do not work arithmetic well. It is certain that from their time being very properly much occupied in needlework, they are not so far advanced as the boys. But, comparing the respective standards together, I do not think that the boys have much, if any, superiority over them. Incidentally, this proves that our schoolmistresses are disproving their reported inability to teach arithmetic.

Arithmetic cards.

It will, perhaps, be well to add specimens of the cards I have used for the respective standards. They are lettered A, B, and C, and so distributed that no two children sitting together have the same sums to work. In the 5th and 6th Standards the sums in weights and measures are arranged so that no two boys sitting together work in the same tables. To the 4th, 5th, and 6th Standard cards is added a sum, partaking of the nature of problems, to try their power of applying their rules.

STANDARD II.—A.

64327
35673
87998
79868

From 807925
Take 209172

STANDARD III.—A.

7)6865383

7895
69

Take 5291236 from 8265075

STANDARD IV.—A.

Divide 46,983*l.* 13*s.* 8¼*d.* by 67.
Divide 49,862*l.* 4*s.* 0¾*d.* by 9.
Multiply 6,987*l.* 13*s.* 7¼*d.* by 87.
How many £ are there in 94,080 farthings?

STANDARD V.—A.

Divide 5,314 years, 7 months, 3 days by 59.
Divide 6,934 miles, 5 furlongs, 2 yards by 7.
Multiply 86 acres, 2 roods, 16 perches by 68.
How many inches are there in 5 miles 2 yards?

STANDARD VI.—A.

3 cwt. 2 qrs. 12 lbs. 4 ozs. at 15*s.* 4½*d.* per qr.
4 qrs. 6 bshls. 1 peck 1 gallon at 3*s.* 10½*d.* per bushel.
4 lbs. 5 ozs. 7 dwts. 10 grs. at 12*s.* 6¼*d.* per. oz.
If I buy 10 lbs. 6 ozs. (Troy) at 4*s.* 2½*d.* per lb., what change shall I have left out of 5*l.*

These sums are not dictated, but the notation is separately tested orally. I require as a minimum that each standard shall be able to put down figures exceeding by one the number of their standard.

I add two tables for the years 1863–64, and 1864–65, in which the comparative number of passes may be seen. They show very clearly that there is a steady improvement going on in the soundness and accuracy of the childrens' work. There is a larger per-centage of passes in each column than in the previous year, with the exception of the arithmetic column and the columns for passes in one subject, and for total failure. Manifestly this last particular is a most hopeful sign, and I should be glad to see that column disappear altogether. It is also encouraging to notice that the passes in three subjects have increased, as they may be taken as a very fair criterion of the soundness of the teaching.

Comparative number of passes in 1863–4, and in 1864–5.

No. I.

Standard.		No. examined.	Passed in						
			Reading.	Writing.	Arithmetic.	3 Subjects.	2 Subjects.	1 Subject.	0 Subject.
I.	A.	5,833	3,952	4,624	3,063	2,356	1,747	1,077	653
	B.	2,835	2,152	2,341	1,832	1,459	802	344	230
II.	A.	4,019	3,578	3,885	2,197	2,084	1,518	372	45
	B.	2,818	2,488	2,773	1,496	1,433	1,103	252	30
III.	A.	2,962	2,838	2,024	2,449	1,812	775	325	50
	B.	1,928	1,857	1,597	1,218	1,067	658	155	48
IV.	A.	2,088	2,031	1,199	1,349	959	617	468	44
	B.	1,294	1,277	967	613	537	500	246	11
V.	A.	494	475	334	337	255	153	75	11
	B.	646	643	507	387	339	215	90	2
VI.	A.	126	120	103	77	69	41	11	5
	B.	171	166	151	100	89	70	10	2
Totals	A.	15,522	12,994	12,169	9,472	7,535	4,851	2,328	808
	B.	9,692	8,583	8,336	5,646	4,924	3,348	1,097	323

No. II.

Standard.		Per-centages of Passes in							General Per-centages.
		Reading.	Writing.	Arith-metic.	3 Sub-jects.	2 Sub-jects.	1 Sub-ject.	0 Sub-ject.	
I.	A.	67·8	79·3	52·5	40·4	30·0	18·5	11·1	66·5
	B.	75·9	82·6	64·6	51·5	28·3	12·1	8·1	74·4
II.	A.	89·0	96·7	54·7	51·9	37·8	9·3	1·0	80·1
	B.	88·3	98·4	53·1	50·9	39·1	8·9	1·1	79·9
III.	A.	95·8	68·3	82·7	61·2	26·2	11·0	1·6	82·3
	B.	96·3	82·8	63·2	55·3	34·1	8·0	2·6	80·8
IV.	A.	97·3	57·4	64·6	45·9	29·6	22·4	2·1	73·1
	B.	98·7	74·7	47·4	41·5	38·6	19·0	0·9	73·6
V.	A.	96·2	67·6	68·2	51·6	31·0	15·2	2·2	77·3
	B.	99·5	78·5	59·9	52·5	33·3	13·9	0·3	79·3
VI.	A.	95·2	81·8	61·1	54·8	32·5	8·7	4·0	79·4
	B.	97·1	88·1	58·5	52·1	40·9	5·9	1·1	81·2

A, the year ended August 31, 1864.
B, „ „ 1865.

These tables include all who have been examined, whether day scholars or evening scholars, so that they represent very fairly the progress that is being made in the elementary secular subjects.

Religious knowledge.

The instruction in religious knowledge is, on the whole, satisfactory, but hardly, speaking generally, so addressed to the children's minds as to impress the lessons taught by the events of the history they learn. The dogmatic bearing of these events is not a matter which can be so generally tested as to admit of special report. Generally, the facts of the history are communicated clearly and simply, but rather as a matter of far-off history than as affording occasion for practical advice and warning which should be of service to the children in after-life. It is confessedly very difficult to combine this with a lively and interesting manner of conveying the subject-matter to their minds, but doubtless improvement will, in this subject, go hand in hand with the efforts made.

Geography, grammar, and history, &c.

The other subjects, such as geography, grammar, and history, have for the present fallen much into the background. But as the schools become familiar with the methods of meeting the requirements of the Revised Code, I hope to find these subjects resume their former position in the scheme of instruction. I think that geography may fairly be required to be taught in all the classes, and grammar and history in at least the first class of nearly all

schools. If the schools are large, these last two subjects might be carried lower down the school.

Evening schools' Minute.

The new evening-school minute is becoming largely used by the different managers, and appears to be generally acceptable. The only point which has been mentioned to me as severe in the manner of carrying it out is the difficulty of the notation in the sums required to be dictated to the Second and Third Standards, who are required, the former to put down millions, the latter hundreds of millions. With respect to the convenience of the teachers and scholars the satisfaction is universal, and the permission to the managers to hold the examination is quite justified by the generally careful and punctual manner in which they discharge their onerous duty.

Factory Acts Extension Bill of 1864 (half-time scheme).

During the past year the Provisions of the Factory Acts Extension Bill of 1864 have been brought into force, and the results as to the health, behaviour, and instruction of the children so employed appear to be, on the whole, very satisfactory, and to negative the fears of those who dreaded the introduction of a measure which, in their opinion, would largely unsettle, and perhaps disorganize, the trade of the potteries. I am happy to believe that these fears are rapidly subsiding, and to learn from various quarters that the measure is becoming considered as a boon, the benefits of which will gradually become more patent. The boys, who are at present employed as half-timers, that is, who either work half a day only or on alternate days, are reported as being quite as orderly and intelligent as the scholars who are not so employed, and their health, which was specially considered as becoming physically degraded in consequence of the early age at which they used to be employed, and of the severity of the work at which they were engaged almost without intermission, for the whole day, is in most cases said to be quite satisfactory as to the improvement which could be expected in so short a time. The only part of the process of the manufacture which is still, and, it is feared, must continue to be, detrimental to the health of all specially engaged, is the dipping process, by which the ware is covered with a coating which in the firing process becomes transparent. It is said that even the men employed in this part of the work lose their health soon. It must manifestly be improper that boys of tender age should be engaged in it. It was at first feared that the necessary demand for boys for the half-time scheme would draw away so many from the day-school as to lessen the average of those who were not half-timers. But this has proved to be a groundless fear, as the average has even

increased in some cases. So that, so far as the measure has been yet tried, it may be considered as accomplishing in a large degree the objects for which it was introduced, viz., the improvement of the health and education of the young children (many of whom were barely eight years old) who were employed in the different parts of the manufacture of the China and other ware. The chief deficiency I have noticed in the attainments of the half-timers, as compared with the other children, has been their reading, which is certainly inferior to that of the rest of the scholars.

Lancashire schools.

With respect to the Lancashire schools which I assisted in inspecting, I forbear from giving any detailed account, as they will be more fully reported on by my colleague, Mr. Johnstone. I found them, as a rule, in very good order, and the instruction very sound and accurate, especially in Liverpool, where the numbers are all large.

Prize schemes.

The elementary education of our national schools is supplemented in this district by two prize schemes, one which was originated and fostered with his wonted zeal and skill by Canon Norris, and was originally styled "The North "Staffordshire Ironmaster's Prize Scheme," the other, which is called "The North Staffordshire Adult Education "Prize Scheme." The former is intended to promote the longer attendance of children at school, as well as the continuation of their education after they have left. The latter aims at encouraging the attendance of evening scholars with sufficient regularity to admit of their competing for prizes distributed by the Society. The scholars who pass through the education promoted by these two societies have then a foundation which would enable them to take interest in and enjoy the more advanced lectures given at mechanics' institutes and other such associations, and finally to compete for prizes offered by the London Society of Arts. We have here a very complete curriculum, which is open to all the boys of our national schools, the girls being of necessity stopped at the end of their night-school education. These benefits this district enjoys mainly through the exertions of my late colleague, Canon Norris, and my colleague, Mr. Sandford. And I look forward with much hope to an increasing improvement, not only in the mere instruction and intellectual attainments of the population, but in the more momentous matter of their morality, sobriety, industry, and prudent forethought.

I have the honour to be, &c.

S. J. G. Fraser.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. J. W. D. HERNAMAN, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* HEREFORD, MONMOUTH, *and* WORCESTER.

MY LORDS,

Hereford, January 1866.

DURING the year ending August 31, 1865, I have visited 148* institutions under separate management, containing 185 departments under separate teachers, and consisting of 28 boys', 29 girls', 17 infants', and 111 mixed schools. Number of schools inspected.

The particulars of these schools are as follows:— General statistics.

County.	Annual Grants.	Simple Inspection.	Total.	Departments.	Certificated Teachers.	Assistant Teachers.	Pupil-teachers.	Children present.
Hereford -	46	19	65	75	55	1	29	4,080
Monmouth -	26	6	32	40	34	3	36	3,905
Worcester -	41	10	51	70	60	2	49	5,522
Total -	113	35	148	185	149	5	114	13,507

As regards the general condition of these schools, they may be classed thus:—

Annual Grant Schools.	Superior.	Ordinary.	Inferior.	Total.
Hereford - - - -	20	30	5	55
Monmouth - - - -	8	20	6	34
Worcester - - - -	20	35	5	60
Total - - -	48	85	16	149
Simple Inspection Schools - -	4	12	20	36

Or, according to per-centages, thus:—

Annual Grant Schools.	Superior.	Ordinary.	Inferior.	Total.
Hereford - - - -	36	55	9	100
Monmouth - - - -	23	59	18	100
Worcester - - - -	33	59	8	100
Total - - -	32	57	11	100
Simple Inspection Schools - -	11	33	56	100

* Or 160, including 12 schools that were visited twice in the year, owing to the dates being changed.

Schools classified as superior.

The schools which I have classified as superior are as follows:—

Abberley.
Abergavenny, boys'.
Abersychan, girls'.
Abertillery.
Bengeworth.
Bishop's Frome.
Bosbury, boys'.
„ girls'.
Brampton Brian.
Bushley.
Clehonger.
Clifford.
Droitwich, boys'.
Eardisley.
Feckenham, boys'.
Hanbury.
Hentland.
Hereford, Blue Coat, boys'.
„ St. Martin's, girls'.
„ „ infants'.
„ St. Nicholas'.
„ St. Peter's, infants'.
„ Scudamore, boys'.
„ „ girls'.
Leominster, boys'.
„ infants'.
Llanarth.
Llanwenarth.
Madley.
Mordiford.
Much Marcle, boys'.
„ girls'.
Pershore, boys'.
„ infants'.
Pontypool.
Powick.
Rhymney, boys'.
„ girls'.
Staunton-on-Wye.
Stretton Sugwas.
Tenbury.
Upton, boys'.
Whitchurch.
Worcester, St. Clement's, boys'.
„ „ girls'.
„ St. John's, infants'.
„ St. Martin's, boys'.
„ „ infants'.
„ St. Nicholas'.
„ St. Peter's, girls'.
„ „ infants'.
„ Sansome Place.

Results under the Revised Code.

The results under the Revised Code in the schools in this district have been very satisfactory. Of the children above six years of age in 127 schools, 89 per cent. passed in reading, 80 per cent. in writing, and 74 per cent. in arithmetic.

Schools arranged according to number of "passes."

I subjoin a list of these schools arranged according to the average per-centage of "passes:"—

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	
Abergavenny - - -	166	156	100	100	99	99
Hereford, Scudamore, G. -	*83	43	100	100	98	99
Llanarth - - -	*42	41	100	100	98	99
Rhymney, B. - - -	155	129	100	98	98	99
Worcester, St. Peter, G. -	88	87	100	99	97	99
Hanbury - - -	76	66	100	98	97	98
Hereford, Scudamore, B. -	108	73	100	97	97	98
Droitwich, B. - - -	102	108	94	99	100	98
Madley - - -	*48	42	100	95	98	98
Abberley - - -	*56	43	98	96	98	97
Eardisley - - -	*70	42	100	93	98	97
Brampton Brian - -	*70	65	100	94	97	97

* Children under six included.

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	
Shipston-on-Stour, G.	*57	38	100	95	95	97
Leominster, B.	54	27	96	100	93	96
Hereford, St. Nicholas	54	47	100	98	90	96
Pershore, B.	88	69	100	97	90	96
Whitchurch	*41	30	100	90	97	96
Bosbury, G.	*31	31	100	97	90	96
Llanellen	*60	47	94	94	98	95
Worcester, St. Clement, B.	52	36	100	92	94	95
Broadway	*126	68	94	95	95	95
Mordiford	*34	26	92	100	92	95
Worcester, St. Martin, B.	122	86	99	91	92	94
Hereford, St. Martin, G.	36	28	100	86	96	94
Tenbury	*128	84	99	92	90	94
Bishop's Frome	*69	65	92	92	97	94
Clehonger	*40	30	97	93	90	93
Hereford, Blue Coat, B.	121	93	99	90	90	93
Crowle	*54	32	97	87	94	93
Great Malvern, G.	26	17	100	100	76	92
Ashperton	*64	50	94	88	94	92
Bengeworth	*134	70	91	87	96	91
Staunton	69	55	98	91	85	91
Worcester, St. Nicholas	*100	51	94	86	92	91
„ St. Clement, G.	52	37	100	94	78	91
„ Sansome Place, G.	90	68	94	91	87	91
Rhymney, G.	125	71	96	83	94	91
Bridstowe	*26	21	95	90	85	90
Upton, Bishop	*35	29	93	86	90	90
Pershore, G.	78	43	100	86	81	89
Evesham, B.	44	40	100	85	80	88
Abertillery	*122	68	91	87	85	88
Feckenham, B.	*75	55	90	83	90	88
Leigh Sinton	*54	22	100	77	86	88
Bosbury, B.	*39	36	100	94	69	88
Much Dewchurch	*24	18	100	72	90	87
Pontypool	*300	172	96	91	74	87
Much Marcle, B.	*40	34	97	88	76	87
Llanwenarth	*56	41	97	83	80	87
Hallow	*84	53	96	81	83	87
Worcester, St. John, B.	55	47	87	87	85	86
Much Marcle, G.	*26	22	95	78	86	86
North Malvern, G.	*107	51	90	80	88	86
Shipston-on-Stour, B.	*41	31	100	77	81	86
Raglan	76	63	94	84	78	85
Court-y-bella	*163	121	88	86	82	85
North Malvern, B.	41	30	86	96	73	85
Great Malvern, B.	49	48	80	85	92	85
Ivington	*31	28	96	86	71	84
Shirenewton	*47	23	83	91	78	84
Almeley	*42	31	87	94	70	84
Chepstow	87	66	97	80	73	83
Upton-on-Severn, B.	87	84	89	78	83	83
Mahollem	*34	30	100	80	70	83
Nantyglo, G.	*102	72	68	87	92	82
Rock	*42	43	91	84	72	82

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	
Earlswood	*29	15	93	93	60	82
Leintwardine	*96	61	90	90	66	82
Hentland	*40	34	88	79	79	82
Llanvreckva	*53	38	89	74	82	82
Lugwardine	*60	51	88	73	84	82
Upton-on-Severn, G.	53	31	90	80	74	81
Stretton Sugwas	*43	23	96	87	61	81
Newbold-on-Stour	*45	26	85	85	73	81
Evesham, G.	45	33	79	97	66	81
Clifton-on-Teme	*58	52	86	85	71	81
Worcester, St. Peter, B.	99	79	80	83	78	80
Pontymoil, B.	*82	46	72	76	91	80
Droitwich, G.	53	61	76	87	76	80
Powick	*73	53	90	77	72	80
Kington, G.	*60	51	74	76	86	79
Worcester, St. Paul	*143	39	95	78	61	78
Leominster, G.	25	24	92	71	71	78
Abersychan, B.	113	77	85	78	70	78
„ G.	79	53	83	80	70	78
Panteg	50	37	95	76	57	76
Blockley	*160	123	71	80	74	75
Inkberrow	*64	43	84	67	74	75
Newport, G.	84	63	92	81	51	74
Nantyglo, B.	111	69	88	65	70	74
Little Birch	*43	37	73	84	65	74
Cradley	*82	48	94	75	52	73
Hereford, Blue Coat, G.	73	60	93	65	60	73
Much Cowarne	*38	24	75	87	58	73
Shrawley	*48	54	89	85	46	73
Malvern Link	63	36	94	92	30	72
Blænavon, G.	—	32	63	73	79	72
Worcester, St. John, G.	48	45	93	60	62	72
Orleton	*21	15	100	80	33	71
Pillgwenlly, G.	98	89	89	64	58	70
Llangibby	*26	18	66	83	61	70
Cutnall Green	*53	38	84	55	71	70
Weobley	*63	56	71	64	75	70
Martley, B.	*27	11	91	64	54	70
Pontymoil, G.	73	47	64	64	79	69
Ledbury, G.	54	45	80	73	53	69
Bromyard	*87	50	70	82	52	68
Cwmbrân	*62	29	93	59	52	68
Kington, B.	*85	69	64	53	87	68
Dilwyn	*58	39	84	62	56	67
Mamhilad	*23	5	60	80	60	66
Wormbridge	*28	22	82	59	59	66
Witley	*56	49	76	76	45	66
Eastnor	51	44	91	43	59	64
Holmer	*79	30	73	66	53	64
Newport, B.	159	105	80	55	53	63
Kingston and Thruxton	*37	35	74	63	51	63
Pillgwenlly, B.	*131	108	77	55	55	62
Claines, St. George	*72	33	88	57	42	62
Blænavon, B.	—	39	69	66	49	61

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	
Lyonshall - - -	*32	18	78	61	39	59
Eaton Bishop - - -	*33	23	78	56	39	58
Bishopswood - - -	*33	30	90	60	20	57
Magor - - -	*50	18	89	55	11	52
Wigmore - - -	*27	20	70	45	30	48
Goodrich - - -	*46	37	70	54	19	48
Longdon - - -	*41	18	83	22	11	39

Collecting these results, and arranging them according to counties, we have the following comparative view :—

County.	Number examined.	Per-centage passed in			Average Per-centage.
		Reading.	Writing.	Arithmetic.	
Hereford - - -	1,887	89	79	72	80
Monmouth - -	1,978	85	79	72	79
Worcester - -	2,386	92	83	77	84
Total -	6,251	89	80	74	81

which exhibits a very remarkable uniformity, no column showing a variation of more than 5 per cent.

Standards in which children passed.

It is important to ascertain in what standards these children passed, as well as the proportion of children who passed in each standard, and this we may gather from the annexed table :—

	Standards.						Total.
	VI.	V.	IV.	III.	II.	I.	
Per-centages of passes -	1	7	13	19	31	29	100

So that it appears that nearly one-third of the children passed were in Standard I., nearly two-thirds in Standards I. and II., and only one-twelfth above Standard IV.

Quality of instruction: Reading.

With reference to the quality of the instruction which the children receive under the Revised Code, I am persuaded that, though the number of *fair* readers is greater, the number of *good* readers is less than heretofore ; and I am confirmed in this opinion by the fact that, whereas 89 per cent. of the children who were presented passed in

reading, in *only* 28 per cent. of the schools was the reading marked *good.*

The Revised Code has certainly had a tendency to make teachers aim solely at securing the greatest number of passable readers, without going beyond that, or striving to make the results superior in quality. Still I have not noticed as many instances of this disposition as might have been expected, and I believe that the anxiety of teachers to have their schools marked "excellent," accompanied by greater strictness on the part of Her Majesty's inspectors in requiring *good* reading as essential to a "pass" in the higher standards, will correct any inclination of this sort for the future.

Schools in which reading is best.

I have stated that in only 28 per cent. of the schools in this district is the reading good; I should wish, however, at the same time to record that in many of these schools the children read extremely well and with remarkable fluency, intelligence, and distinctness. The schools in which I have found the reading best are the following:—

Abergavenny - - - -	Excellent.
Hereford, Blue Coat, boys' - -	,,
,, Scudamore, girls' - -	,,
Abersychan, girls' - - -	Very good.
Henbury - - - - -	,,
Hereford, Blue Coat, girls' - -	,,
Madley - - - - -	,,
Pershore, boys' - - - -	,,
,, girls' - - - -	,,
Rhymney, boys' - - - -	,,
,, girls' - - - -	,,
Tenbury - - - - -	,,
Worcester, St. Clement's, girls' - -	,,
,, St. Peter's, girls' - -	,,

Writing.

The writing has unquestionably been improved by the operation of the Revised Code. The requirement of dictation on paper in the three upper standards has caused especial attention to be paid to the production of clean, well-formed, legible handwriting, and the result has been, in many cases, the acquirement of marvellous skill in caligraphy, and in almost all schools a proficiency extremely creditable and satisfactory.

Spelling.

I cannot speak as favourably of the attainments in spelling; at the same time I am disposed to think that they are rising, and they appear to be more even than formerly. Without detracting from the value of transcription as an educational exercise, my impression is that some more searching test than "copying a line of print" affords might be applied with advantage in the 2nd Standard. This opinion is grounded on my experience of what used

to be accomplished in dictation under the Old Code. It was not unusual, before the introduction of the new scheme of examination, to see children in the class which corresponds with the 2nd Standard writing dictation with credit; and, on one occasion I recollect that in the Blue Coat boys' school, Hereford, 23 boys out of 25 in the *fifth* class wrote two lines from the Second Irish Reading Book from dictation on *paper without a single mistake!*

It strikes me that it would not be exacting too much to require such an amount of dictation from children in the 2nd Standard; and it is obvious that such an exercise would have a very beneficial effect.

Arithmetic.

As regards arithmetic, I have no hesitation in saying that the effect of the Revised Code has been to ensure greater accuracy, especially in the lower classes. On the other hand, there too frequently exists in the higher standards,—I do not say that it is necessarily the result of the New Code,—a marked want of intelligence, which is evidenced by the inability of the children to take down correctly sums from dictation, and to apply arithmetical processes to the ordinary transactions of life. These defects should be avoided by setting questions which appeal more to the minds of the children, and by constantly practising them in working sums on paper. For this purpose there might be used some excellent little books on arithmetic which have long been tried with the utmost success in one the best schools in this district—St. Peter's girls' school, Worcester. The authoress, a lady who takes the deepest interest in the subject of education, and who has made arithmetic her special study, desirous that others should have the benefit of a plan which has been adopted with such excellent results in her own school, has allowed her "manuscript arithmetic" to be printed for general circulation, and has thus conferred an invaluable boon on the public by supplying a want which has been very severely felt. Her work consists of three books of examples, adapted to the three upper standards of the Revised Code, with accompanying ruled manuscript exercise books, with the position and space to be occupied by each sum distinctly indicated. The object of the authoress is to teach "order, neatness, memory, and thought," and her system, I feel sure, will be found to be eminently serviceable for that end.

A 7th Standard desirable.

Some of the managers and teachers in my district are strongly in favour of having a 7th Standard of attainments, in which a knowledge of some higher rules in arithmetic,—proportion and practice, for instance,—and a similar profi-

ciency in reading and spelling with that expected in the 6th Standard, together with some acquaintance with geography, should be required. The motives for this appear to be, first, to obviate the necessity of keeping children back and of putting them in a lower standard than their attainments warrant, lest they should pass in the 6th and highest Standard too soon; and, secondly, to effect a closer correspondence between the mechanical and intellectual tests to which children are submitted, so that the latter may not be beyond the former. Whatever importance be attached to these reasons, it will be admitted, I think, that it is very undesirable to make practice and bills of parcels the superior limit of a boy's arithmetical knowledge, and to discourage,—for it amounts to that,—the study of processes in which considerable proficiency used to be attained under the Old Code.

Difficulty in procuring pupil-teachers.

There is now great difficulty in getting boys to accept the office of pupil-teacher. They are reluctant to become apprentices when they find that the salaries of pupil-teachers are lower, and that the cost of training at a normal school is higher than formerly, and when they hear that the position of the schoolmaster is not so good as it was; and they are more disposed to listen to the greater inducements which are held out to them to become clerks or to take situations in trade. This reluctance is not alone observed in those who are sought for as candidates for apprenticeship; a strong disinclination to continue in the profession, or at least to go to a training college, is also entertained by those who are completing their apprenticeships.

The master of one of the most efficient schools in the district writes to me on this subject as follows:—

"The difficulty in obtaining boys to become pupil-teachers in this district is extremely great. Not only are suitable boys not forthcoming,—boys with an aptitude for teaching,—but the difficulty is to obtain boys at all willing to enter into the required engagement. This I learn from many very experienced masters in the district has always been a great drawback in the iron districts to the efficient carrying out of the Government system. It is not consequent upon the introduction of the Revised Code,—although probably this has tended to heighten the difficulty, as the prospect of obtaining free admission into a training college is now gone, and many parents, too, seem to have an ungrounded fear of the ultimate prospect of their children not meeting with at all fair remuneration if they prove successful in becoming certificated teachers. The great demand for intelligent boys to fill offices of trust in the works, the vacancies for sharp lads in the light mechanical departments of the works (fitting and pattern shops, &c.),—in all of which capacities they are under less restraint and obtain at least twice the amount of wages obtainable as pupil-teachers,—render the prospect of the schoolmaster very poor in his attempt to engage suitable candidates

for the office. When a boy leaves school,—say a boy capable of passing the first year's examination required of pupil-teachers,—he has no difficulty in obtaining respectable employment at wages from 8*s.* to 10*s.* a week, so that, without a boy has a very strong predilection for the office of a teacher, the inducement to become a pupil-teacher here would be very small. Even with many of the boys who enter into the engagement in iron companies' schools, they do it as a step to preferment under the iron company when the apprenticeship shall be completed. Boys with this object in view are only a drawback to the school; they cannot be expected to make either earnest or painstaking teachers, and moreover feel very little interest in their own studies. From inquiries, I learn that since the pupil-teacher system has been taken advantage of in Rhymney, now nearly 10 years, not a single male pupil-teacher has pursued the profession! The appended table will show how these ex-pupil-teachers are now engaged:—

National School.

Three are employed as clerks in the works.
Two have emigrated.

British School.

Two are in theological colleges.
One has become a Methodist preacher.

"In addition to these pupil-teachers who were apprenticed in Rhymney, there are several other pupil-teachers of neighbouring schools who are occupied in the offices of the works. The difficulty in retaining pupil-teachers engaged under the Revised Code is great too in this district. Many instances have already occurred in this neighbourhood in which the pupil-teachers have given the six months' notice required by the Revised Code, as they have a prospect of obtaining a post more congenial to their tastes, or have had a more lucrative engagement offered them. To obviate this difficulty in obtaining pupil-teachers the employment of assistant masters is now more resorted to, but the expedient is more expensive than the employment of pupil-teachers, and it is very questionable if one assistant master can be made so available as two efficient pupil-teachers, especially where the numbers are not very large.

"The procuring of monitors, too, here is just as great a difficulty as the obtaining pupil-teachers; and such boys, moreover, have very little control over a class, and can rarely be made to teach intelligently."

I am inclined to believe, however, that this feeling of repugnance to the scholastic profession is less general than it was a year or eighteen months ago, and I am confirmed in this opinion by the increase, slight though it be, in the number of candidates for apprenticeship and for admission into normal schools this year as compared with last.

Pupil-teachers' papers.

I am sorry to have to state that I have found the pupil-teachers' papers worse this year than I have ever known them. Out of 22 pupil-teachers in this district who completed their apprenticeships last Christmas, only two had done sufficiently well to be entitled to a provisional certificate. Of the remaining 20, *thirteen* were deficient in grammar and *eight* in arithmetic, a result most discreditable both to themselves

and to the masters and mistresses of their schools. Without attempting to extenuate or excuse the negligence which has caused such deplorable imperfections, I think it may be attributed, at least in part, to the unsettled condition of teachers since the introduction of the Revised Code, to the abolition of the gratuities to masters and mistresses for instructing pupil-teachers, and to the notion prevalent amongst those who had been apprenticed under the Old Code that their salaries were guaranteed by Article 54. Such a dereliction of duty and its evil consequences might be provided against by the managers of schools making the stipends of masters, mistresses, and pupil-teachers more dependent upon the results of examination. In St. Martin's infant school, Worcester, the girl pupil-teachers commence with a salary of 2*s.* per week, which increases annually until it amounts to 5*s.* per week in the fifth year, and they receive in addition 2*l.* 10*s.* at the end of each year if they pass the prescribed examination. Such an arrangement possesses the double benefit of enabling the managers to inflict a penalty and to apply a stimulus, and will, I expect, be very generally adopted. After all, the efficiency of pupil-teachers mainly depends upon the masters and mistresses by whom they have been selected, and under whom they have been employed, and now that the uneasiness excited by the regulations of the New Code has been somewhat allayed, I look with confidence to their zeal and assiduity to prevent the recurrence of faults, upon which I regret to have been obliged to animadvert.

Income derived from school-pence.

In my last report I spoke of the small amount of income usually derived from school-pence. It is encouraging to find that in the last two years there has been an improvement in this item. Taking the average of 117 schools in this district, it appears that the payment per child per annum was 5*s.* 11*d.* in 1863, and 6*s.* 11*d.* in 1865, showing an increase of a shilling, or 16 per cent. in this short period of time. So large a measure of success attending the introduction of a higher and graduated scale of fees in so many schools will, I trust, encourage the managers of schools in other parishes to adopt a system which has been invariably found to be highly beneficial.

I subjoin a list of the schools in this district in which the payments are graduated, together with the rates, total amount of school-pence per annum, average attendance, and amount of school-pence per child per annum in those schools:—

Name of School.	Rates.	Annual Amount of School-pence. £	s.	d.	Average Attend-ance.	Average Annual Amount per Child. s.	d.
Upton, B.	2*d.* 3½*d.* 5*d.*	32	14	5	87	7	6
Worcester, Sansome Place	2*d.* 3*d.* 4*d.*	37	2	2	90	8	3
„ St. Peter, B.	2*d.* 3*d.*	47	1	5	99	9	6
„ St. Martin, B.	2*d.* 3*d.* 5*d.* 7*d.*	62	14	0	130	9	8
Wormbridge	1*d.* 2*d.* 3*d.* 6*d.*	11	0	1	28	7	10
Little Birch	1*d.* 2*d.* 3*d.*	17	3	6	43	8	0
Upton Bishop	1*d.* 2*d.* 3*d.*	13	8	10	35	7	8
Orleton	3*d.* 4*d.* & 1*s.* per qr.	7	10	7	21	7	2
Almeley	1*d.* 2*d.* 3*d.* 4*d.*	12	4	2	42	5	10
Kingston and Thruxton	1*d.* 2*d.* 6*d.*	12	15	11	37	7	0
Eardisley	1*d.* 2*d.* 3*d.* 6*d.*	16	18	0	64	5	3
Ashperton	1*d.* 1½*d.* 2*d.* 3*d.*	21	4	6	64	6	7½
Inkberrow	1*d.* 2*d.* 3*d.* 4*d.*	20	9	0	64	6	5
Tenbury	1*d.* 3*d.* 6*d.*	41	14	0	128	6	6
Cowarne	2*d.* 4*d.*	13	9	8	38	7	1
Hentland	2*d.* 3*d.* 4*d.* 7*d.*	19	15	7	40	9	10½
Cradley	1*s.* 2*s.* 6*s.* per qr.	24	17	6	82	6	1
Much Marcle, B.	1*d.* 2*d.* 3*d.* 6*d.*	16	11	0	40	8	3
„ G.	1*d.* 2*d.* 3*d.* 6*d.*	8	9	1	26	6	6
Whitchurch	1*d.* 2*d.* 3*d.* 4*d.* 6*d.*	20	19	1	41	10	2
Bosbury, G.	2*d.* 3*d.* 4*d.*	15	6	1	31	9	10½
Clifton-on-Teme	1*d.* 2*d.* 3*d.*	22	0	7	58	7	7
Abberley	1*d.* 2*d.* 3*d.* 4*d.*	23	9	1	56	8	4
Witley	1*d.* 2*d.* 4*d.* 6*d.*	29	13	0	56	10	7
Clehonger	1*s.* 5*s.* per qr.	11	15	6	40	5	10
Hereford, Scudamore, B.	2*s.*/6*d.* 3*s.*/6*d.* 5*s.* 6*s.* 8*s.* per qr.	86	10	6	108	16	0
„ „ G.	2*d.* 3*d.* 4*d.* 6*d.*	47	6	2	83	11	5
„ Blue Coat, B.	2*s.* to 10*s.* per qr.	88	2	7	125	14	1
Catnall Green	1*d.* 3*d.* 5*d* 10*d.*	36	16	0	53	13	9
Crowle	1*d.* 2*d.* 3*d.* 6*d.*	25	19	11	54	9	7
Llanarth	1*d.* 2*d.* 3*d.* 4*d.* 8*d.*	21	3	0	42	10	0
Llanvreckra	1*d.* 2*d.* 3*d.* 6*d.*	19	5	0	53	6	1
Pillgwenlly, B.	2*d.* 3*d.* 4*d.*	47	5	0	96	9	10
„ G.	2*d.* 3*d.*	27	17	2	75	6	11
Newport, B.	2*d.* 3*d.* 4*d.*	78	5	9	119	13	2
„ G.	2*d.* 3*d.*	41	11	8	73	11	4
Raglan	1*d.* 2*d.* 3*d.* 4*d.*	20	15	4	59	7	0
Malvern, G.	2*d.* 3*d.* 6*d.*	31	5	8	54	11	7
Feckenham, B.	1*d.* 2*d.* 4*d.* 6*d.*	31	12	7	63	10	0
Pershore, B.	2*d.* 3*d.* 4*d.* 6*d.*	72	13	3	95	15	3
„ G.	2*d.* 3*d.* 4*d.* 6*d.*	28	14	7	80	7	2
Staunton	1*d.* 2*d.* 3*d.*	26	12	10	72	7	4
Worcester, St. John, B.	2*d.* 4*d.* 6*d.*	23	7	11	55	8	6
„ „ G.	2*d.* 4*d.*	22	13	1	48	9	2
Droitwich, B.	3*d.* 5*s.*	60	0	1	102	11	11
„ G.	3*d.* 5*s.*	33	4	0	53	12	6
Abergavenny	2*d.* 4*d.* 6*d.*	101	12	9	164	12	5

Schools which payments are graduated.

From the above table it appears that the average payment per child per annum in 47 schools, that is about one-third of the whole number of schools under my inspection, is actually 9*s.* 8*d.*, and that therefore a much larger sum

A higher rate of fees answers.

may be raised from school-pence than that mentioned before as the average of the whole district. If any further testimony be needed in proof that a higher rate of fees answers, it is afforded by the managers of two schools in this county, who have tried the experiment during the past year, and have lately communicated with me on the subject. Last spring the rector of Thruxton decided to raise the fees in his school from 50 to 100 per cent., and with that object issued the following notice.

THRUXTON and KINGSTONE NATIONAL SCHOOL.

On and after Monday, May 29th, 1865, parents whose children attend the National School at Kingstone will be charged as follows :—

—	—	Per Week.	Per Month.	Per Quarter of Twelve Weeks.	—
		s. *d.*	*s.* *d.*	*s.* *d.*	
Labourers and journeymen	1st child	0 3	0 9	2 0	Saving 3*d.* a month, and 1*s.* a quarter.
	2nd child	0 2	0 6	1 4	Saving 2*d.* a month, and 8*d.* a quarter.
Tradespeople, &c., including carpenters, coopers, masons, shoemakers, wheelwrights, &c.	1st child	0 4	1 0	2 8	Saving 4*d.* a month, and 1*s.* 4*d.* a quarter.
	2nd child	0 3	0 9	2 0	Saving 3*d.* a month, and 1*s.* a quarter.
Farmers	1st child	1 0	3 0	8 0	Saving 1*s.* a month, and 4*s.* a quarter.
	2nd child	1 0	3 0	8 0	

All payments must be made *in advance.*

Labourers and journeymen are desired to take notice, that if they pay *weekly*, it will cost them for the first child *threepence* a week; whereas if they pay *quarterly*, it will cost them at the rate of only *twopence* a week.

EDWARD JACSON.
Thruxton, May 22nd, 1865. JOHN TAYLOR.

Six months after the introduction of this change Mr. Jacson wrote to me thus :—

"The number in attendance when the change was made, that is, the average for the week before, was 50. This, however, was when the school was at its highest.

Average for first week after the week in which the change was made	25
Average for 4th week after	30
„ 8th „	30
„ 12th „	34
„ 16th „	41

"As to regularity of attendance under the new system, it is unquestionably much improved, for although the weekly average has fallen so much since the change, yet there is every probability of our being able to present at inspection next March nearly, if not *quite* as many children as have been presented in the most flourishing days of the school.

As respects school-pence, there is a plain improvement through the change, *e.g.* :—

	£ *s.* *d.*
Fees for 12 weeks under old system in 1864	2 12 0
„ new „ 1865	4 8 0

"In 1864 I, as vicar (that is to say, vicariously bearing other people's burdens as well as what naturally fell to my lot), had to make good a deficiency of 17*l.* (less or more). In 1865 I expect the vicar's payment will be 5*l.*"

At Lugwardine the payments were formerly 1*d.* each for the first two in a family; when in the first-class 2*d.*, and all the others free. In January 1865 the vicar determined to make a change, and required the first in a family to pay 2*d.* and all the rest 1*d.*, a great improvement on the old rates, but hardly high enough, as Mr. Price now acknowledges. The result has been that the school-pence have increased from 13*l.* 9*s.* 4*d.* in 1864 to 19*l.* 2*s.* in 1865, and that the average attendance in 1864 was 63, and in 1865 as high as 60, and would have been about 68 had it not been reduced by sickness.

Unaided parishes.

It has often been made the subject of reproach on the Education Department that there are upwards of 10,000 parishes in this country which have hitherto received no aid from the Parliamentary fund. It is, however, most unwarrantable to attribute this very unsatisfactory state of things to the inadequacy and incompleteness of the operations of the Committee of Council, which, however well adapted they may be to meet the wants of different parishes, can only take effect where there is at least some degree of reciprocity shown by those whose duty it is to apply for and make use of Government assistance. It is, to a great extent, I am persuaded, owing to the absence of this feeling, and to the existence of so much apathy, misapprehension, and prejudice on the part of so many of the clergy and laity, that there is such a number of parishes which derive no benefit from the education grant. It is with the utmost surprise, disappointment, and shame that I witness from time to time the extreme indifference to the educational wants of their flock which some of my clerical brethren exhibit.

The rector of one of the largest parishes in this county appears to be perfectly satisfied with having less than four per cent. of his population in his parochial schools, and is so tenacious of any intrusion into them that he refuses to admit even the bishop's inspector.

The rector of a parish of 400 people replied as follows to my notice of inspection:—

"I have received your circular, stating that you propose to inspect the school here. Individually I object to such a proceeding; in a very small country dame's school, such as ours is, it is a perfect farce, but if you consider that the inspection would justify the expense and waste of time, my school will be open to you. With new schools around, and very few

children in the parish at this time, there are 14 children's names on the books, with an average attendance of eight, four of these being six years old or under, the demand for children for various outdoor works is such that the four or five there may be in the parish who might form a class are engaged in work, only occasionally coming to school for a week or two.

"Under these circumstances I consider it quite useless to fill up the forms."

This gentleman is so little disposed to make any effort to improve the attendance in his school, that he says he would like to pull down the school and build one smaller!

In another parish one of the school managers, a wealthy squire, some time ago locked up the school and sent the keys to the vicarage, with a message that he did not mean to shut up the school, but only wished to show that he could do so if he liked. He could not, however, restrain his inclination to gratify his love of power, for he has since dismissed the certificated master, on the ground that he acts in opposition to his wishes, without ever consulting the vicar, and so this promising little school is now to degenerate into inefficiency in the hands of a dame, and to be henceforth withdrawn from inspection.

The manager of another Herefordshire school, also the owner of large property, thus makes light of the difficulties, which some persons profess to find, in the way of providing efficient education for the labouring class.

"In his own case he had cut the gordian knot in a very simple way, by taking the floor out of one-half of a double cottage, and giving it a whitewash, whilst in the other half he found accommodation for an old woman who, at a very trifling expense, afforded as much instruction as the children required."

In a parish in Monmouthshire, with upwards of 600 inhabitants, I found only 25 names on the register, and but 17 children present on the day of inspection. None of these children could tell me "when Christmas day was," nor "what happened on Good Friday or Easter day," they could not spell words like "some" and "great," and were unable to take down the simplest numbers from dictation. They were under a mistress who was untrained, inexperienced, and quite incompetent.

The advocates of the measure for admitting schools to the benefit of the education grant without insisting on the employment of a certificated teacher appear to have overlooked the consideration that such schools as the above will not be induced, even by this concession, to apply for Government aid. It seems, also, to have escaped their notice, that the very end which they hope to reach, viz., to

extend Government help to 2,000 or 3,000 additional parishes in a few years, is gradually being attained under the present Minutes of Council, since the number of aided schools is increasing at the rate of 500 per annum.

I have the honour to be, &c.

J. W. D. HERNAMAN.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. W. J. KENNEDY, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOUTH LANCASHIRE.

MY LORDS, Manchester, January 1866.

IN my present, as in my two last reports, I must begin with referring to the results of the "cotton famine," as it has affected schools.

Cotton famine.

Work is now generally resumed in South Lancashire, and the effects upon schools of the great distress which prevailed are passing away. The schools are no longer overcrowded with scholars paid for by relief committees; and the operatives and small tradespeople are, for the most part, once more able to pay the school fees for their children.

Those schools which had been filled by the young people thrown out of employment have not quite recovered from the deteriorated discipline and teaching consequent on the abnormal numbers in the schools; but I have no doubt that they may soon recover from those ill effects.

It is very interesting, however, to notice how the moral injury caused to people by the loss of habits of independence and by being for a time pauperised leaves its consequences behind. In several schools I observed that the fees from the scholars amounted in the year to a smaller sum than ought to have been the case from the numbers in average attendance, and I learned that the parents, from having had the fees for a considerable period either remitted altogether or paid for them by relief committees, had now become in many cases very unwilling to pay the fees, even though they were again quite able to do so. The consequence has been that wherever the teachers were not strict in exacting the fees, the funds of schools have suffered a good deal.

Annual maintenance of schools.

In truth the question of the efficient annual maintenance of schools, the keeping them still up to the mark which had been attained of late years, has I find assumed, in the eyes of school managers, a serious aspect. Of course, if we look back to this time 20 years ago, when no aid out of the Parliamentary grant for education was accorded towards the yearly support of schools, the income of schools was very much less than it is at the present moment. But at that time schools were not furnished as they ought to be, and there was one teacher only in a school, and he was ill-paid. The present difficulty feared is that of keeping up the standard of efficiency and excellence which had of late

been reached; and the main point is how to maintain a staff of competent teachers in each school, adequate in number and adequately remunerated, such as was being paid directly by the Committee of Council on Education before the Revised Code.

In some cases the managers are frightened at the outset as to incurring the liability of engaging a sufficient staff of teachers, as all has now to be done on their own responsibility; and on this account the staff is nearly always cut down to the minimum absolutely required. It is almost amusing to see the different kind of feeling which prevails about the numbers of scholars returned as in average attendance. Under the old Code, in a school of about 130 children, for instance, the desire was to prove that the average attendance reached 130, in order that two pupil-teachers might be granted. In the same school the desire now is to show that the average falls below 130, in order that two pupil-teachers may not be required.

Again, in some cases the managers, through their economical fears, are engaging teachers on the understanding that they may receive what they can make by the schools. This seems a defective plan, because the moral effect must, I fear, be to cause some relaxation of the authority and influence of the managers over the teachers and the schools.

In other cases the fees have been raised, either by the managers themselves or by the teacher who farms the school. This practice I consider greatly to be deprecated, as making the schools over to a class of children for which they were not intended. Hitherto, in this district, it has, as a rule, been the distinguishing and honourable characteristic of the Church of England schools that the fees were very low, and that the schools were filled by the *bonâ fide* poor.

Another way in which the efficiency of schools, especially of town schools, is threatened, is by a reduction in the number of principal head teachers. For, in consequence of the fear of expense, an opinion is beginning to be entertained that it will be expedient, in an economical point of view, to re-organize schools, and instead of having three separate schools for boys, girls, and infants, under three principal teachers, to reduce the establishment to two separate schools under two head teachers only. This organization on the plan of two schools instead of three may obviously be made in three different ways. There may be, first, an organization purely by age, so that all boys and

girls above eight years of age shall constitute one upper school, and all under eight the lower or infant school; or, secondly, the organization may be by sex only, so that all boys constitute the one school and all girls the other; and, thirdly, the plan may be adopted of placing the girls and all infants in one school, and boys above eight years of age in the other school. Of these three schemes I incline to believe that the first, as a general rule, is the best, especially where the infants, as often happens, are very numerous. The third plan I regard as generally the least expedient, though it has been adopted in some places, as in St. Paul's schools in Pendleton, without serious damage hitherto to the efficiency of the schools. The first plan has been often carried out with great success. But, as a rule, I hope that all our large town schools will try still to follow the method of three separate schools for boys, girls, and infants, if possible, under a head teacher for each.

The conclusion I have come to touching the maintenance of schools under the Revised Code is this,—that infant schools containing the average numbers of our infant schools in towns can be easily and well maintained by the grants they are receiving in addition to the children's payments and the usual local support; that a large school for boys or for girls may, with due pains to collect subscriptions, be efficiently supported in the same way; but that a smaller school, averaging from 100 to 120 scholars, will often cause a difficulty to managers in order to keep it in a thorough state of efficiency and solvency. Even in such schools I gather from the inspection of accounts, and from calculations I have made, that it is a cheaper as well as a more efficient plan to engage a certificated teacher, who can bring grants to a school, than an uncertificated one. Nay, it may be clearly shown that some schools, especially infant schools, would often find it answer even to give some amount of pension to an uncertified mistress, in order to engage a person possessing a certificate.

This view that I take may be considered encouraging, but I hope it is not too sanguine. And, on the other hand, I admit that there are too many schools in this neighbourhood which could scarcely be carried on but for the specially munificent way in which they are aided by the families of the Birleys, the Heywoods, and the Gladstones.

That the anxieties about carrying on schools efficiently, and that the difficulties too often in the way are not imaginary, the following extract from a letter recently received by me will clearly show:—

"Rev. and dear Sir, 18th November 1865.

"I fear that the result of your late inspection of our schools may, in some points, have disappointed your expectations, and prove less favourable than on former years to the hopes of both managers and teachers. It is for this reason I venture to ask the liberty to address a line of explanation, since I have reason to believe, and trust I shall be able to show, that the failure in certain matters to reach the required average, especially in our boys' school, must to a great degree be attributed, I will not say wholly, to the serious difficulties under which the managers are struggling to sustain our schools.

"Your long acquaintance with the —— district will prepare you to recognize the fact, that our scholars are drawn not only from the poorest of an exclusively manufacturing class, but from an excessively migratory population. We are obliged to admit into our school, especially among the half-timers, children of the lowest character and manners, many of them without shoes and stockings, and with scarcely decent clothing. Most of these, which are little better than "city arabs," remain only a *few weeks*, and then leave us. But the pernicious influence of these, both moral and social, on the more regular scholars, I need not suggest. And with regard to the more regular scholars, many of these, through change or want of employment of their parents, are taken from us just when they begin to bear the fruit of their teacher's labours, and are found the most promising to meet the examination of Her Majesty's inspector. In proof of the above statement, and to show the excessive fluctuation in our schools, I beg to submit the following facts and figures, taken from our boys' school:—

Number attending 200 times during the year -	- 156
Number fulfilling this condition found in connexion with the school on the day of examination - -	- 92
Number of such *present* on day of examination -	- 61

I beg to add:—

Number admitted into the school during the year	- 264
Number left during the year - - -	- 250

"Thus showing that in a school whose annual average attendance is given at 103, we have an average number of five admissions and five removals every week.

"Will you allow me to mention another difficulty against which we have to contend, and which is not less fatal to our hopes; I mean our utter inability to provide in our boys' school an adequate amount of teaching power. The difficulty of obtaining pupil-teachers, I am aware, is felt in most Manchester schools, but with us the difficulty has become an impossibility. There has been but one pupil-teacher in connexion with this school during the 23 years it has been established. Our only practicable plan has been to engage monitors selected from our elder scholars, but these it is impossible to keep. After a few weeks, at the longest a few months, they leave us for a better situation. Eighteen months ago, at the expressed requirement of the Committee of Council, the managers engaged the services of an assistant master, and our school, with this additional help, manifested very decided improvement and progress; but he abandoned the teacher's profession for a mercantile situation. We had much wished to fill up the vacancy with a successor, but this we have been compelled to forego through want of funds, and under the fear of involving ourselves in pecuniary embarrassment.

"For, after all, the question of finance is, with us, our most serious difficulty. Under this difficulty our schools have for years been struggling for a bare existence. And such is the extreme poverty of the

parish, and such the very limited support obtained from the employers of labour and owners of property in the parish, that we are necessarily made dependent upon our ability to earn a good Government grant to save us from pecuniary difficulty. Without such a grant it is impossible that our schools can keep even their present ground, much less can we raise them to that capability and efficiency which the large population (11,000) and moral condition of our parish so urgently demand. Permit me, in proof, to place the figures before you:—

Annual expenditure, 250*l.*

Income:—	£
Subscriptions and collection in church -	- 22
School-pence - - - - -	- 120
	£142

"Our annual subscriptions are about 15*l.*, derived from five out of 10 firms employing labour in the parish. Our annual collection in church does not exceed 7*l.* Pecuniary support from the resident population is hopeless. An idea of our poverty may be gathered from the fact that the proceeds of eight collections (four Sundays) in the year for our church expenses furnish us with a total of not more than 14*l.*

"From the comparative estimate above given of our expenditure and income, it will be seen that we are made dependent for 110*l.* from the Government grant to make two ends meet. It might be said that it would not be difficult to earn four-fifths or more of this amount, which would be true were our schools without the serious difficulties I have described.

"But even were this the case, the question of finance, as it rests upon its present basis, remains a most trying and anxious matter, especially to the clergyman himself. You will not be prepared to hear, and I am grieved to be obliged to state, that I myself am compelled to bear the whole of the pecuniary responsibility; in fact, such is the complete destitution of any resident or other person of means and influence to countenance or support us, that I can obtain neither a treasurer for my schools nor churchwardens for my church, to bear the pecuniary responsibility, but am obliged myself to advance the payment of the current expenses of both my church and schools. On the two accounts together there is now due to me, for cash advanced, the sum of 36*l.* (school, 17*l.*), besides an additional sum of 19*l.* now due to my master and mistress, for which I am responsible. And I am assured you will be able to estimate how heavily such an amount of constant anxiety presses upon one's spirit, and how difficult it is in such straitened and anxious circumstances to conduct our schools with that efficiency and those results which shall be satisfactory to expectations of Her Majesty's inspector, and successful in meeting the pecuniary necessities of the managers."

School managers.

I again desire to urge upon school managers not to relax their supervision of schools in all departments of school work and business. It is not relaxation of superintendence which is now required, but increased vigilance, care, and courage.

The clerical managers will do well to be, if possible, more diligent than ever in seeing that religious knowledge is not postponed to those subjects which are supposed to "pay."

And upon the lay managers I would urge the duty of undertaking the whole keeping of the school accounts, of

which I feel sure the clergyman will be only too glad to be relieved. The foregoing extract shows how much such kind trouble would often be appreciated. And I desire to call the attention of all managers, both clerical and lay, to the importance of frequently inspecting and verifying the school registers, on the faith of which so much public money is granted. In particular this ought to be done in those schools where an arrangement is made that the teacher shall receive a proportionate amount of the grant obtained from the Committee of Council on Education, as is now often done in order to stimulate the teacher to get a large school. The temptation to which a teacher is exposed by such an arrangement is perhaps too great, and if it be made it behoves managers to exercise increased care over the registers. The least objectionable form of such an arrangement would perhaps be that the teacher should receive, not any portion of what was earned by mere attendance, but of what was earned by examination only.

School teachers.

If I were to say that the teachers of schools were carrying on their work with the same zeal and heartiness now as they did a few years ago, I should say what is not true. They themselves are fully conscious that they do not now work so much *con amore* as was the case a little time back, and among other facts which prove this is the number of teachers who leave our National and Church schools for the purpose of setting up private schools or for some other employment. The present drift downwards was perhaps inevitable, and may in time again right itself. What I now say applies especially to boys' schools, not so much to girls' schools, and still less to infant schools, in which the teachers remain on much the same footing as formerly.

Assistant teachers.

The number of assistant teachers employed in schools has continued to increase, and at no period was there so large a proportion of assistants employed in our schools for the poor. I have stated in former reports the reasons why this is a desirable arrangement and matter for congratulation. I wish now to add a caution to school managers and to teachers themselves in connexion with the employment of assistant teachers. From information which I have received it is to be feared that in some cases the assistant teacher is made a substitute or proxy for the head teacher rather than an addition to the staff of instructors. One school manager told me that this was so much the case that in the schools with which he was connected it had been resolved to discontinue the employment of assistant teachers. For my own part I am not afraid of this abuse becoming general, and it

may be easily guarded against. The head teacher and the assistant teacher may readily be made to understand that their duty is, not to relieve each other in turn, but to work simultaneously.

Pupil-teachers.

Partly owing to an increased employment of assistant teachers, which I have already mentioned, partly owing to the fact that school managers aim now at having as few pupil-teachers as they can, and partly from want of boy candidates in these parts, the number of pupil-teachers has diminished. Even in the palmiest times I have had to report that there was a poor selection of boys for pupil-teachers; now the lack goes much beyond that. But when managers desire a girl candidate, I believe they can always find one who is fairly eligible.

There is also a decided falling off in the average attainments of the pupil-teachers. The grammar in particular continues to be often singularly bad.

I have in many previous reports commented on the importance that great care should be taken by managers in their selection of the young people whom they present to become pupil-teachers and eventually schoolmasters, and I have not often had cause to complain of want of due care. Some instances, however, have from time to time occurred in which laxity has been shown by school managers in this matter. But the grossest case occurred within the last two years, when a school manager certified that a boy was acquainted with the catechism and understood its meaning, and that his home was satisfactory, while the fact was that the boy had never seen the catechism, and did not even know one of the commandments, and it was found on inquiry that his father would not allow him to learn these things or to attend a church. Such was the value of the two certificates which had been given.

Writing, dictation, and arithmetic.

Handwriting, and dictation, and arithmetic are exercises which continue to be performed in the generality of schools which I inspect with much credit.

Reading.

Of the three subjects of instruction for which special payments are made, viz., reading, dictation, and arithmetic, reading is the one on account of which I have made fewest deductions for failures. The reason is, not that reading is better done than the others (far from it), but because mistakes and shortcoming are not so manifest, tangible, and irremediable in this oral subject of examination as in dictation and arithmetic, where the written letter remains and the examiner has simply to count and estimate the errors. Reading has not so simple and obvious a test as the other

two subjects, and I entertain no doubt, in spite of the result of my own marks, that reading ought to be classed as the subject in which least proficiency is attained. It is manifestly very possible to feel dissatisfied with an unrefined tone of voice, inexact pronunciation, and with want of due emphasis, intelligence, and spirit in reading, and yet not to feel justified in marking this exercise as a failure, because there may be along with all those imperfections a fair amount of bare correctness and fluency. One is also tempted perhaps to make greater allowance in the reading exercise because it excites more nervousness and embarrassment than the other two exercises of dictation and arithmetic. I would, however, urge on teachers to take more pains than is usually done with this subject. In the lower classes simultaneous reading should be practised as well as separate individual reading. Above all, the teacher should not merely hear the children read, but should never fail in a reading lesson to exemplify what he wants in the scholars by his own reading, by giving them a model to imitate. Reading may be called the key of knowledge for the poor, and those who leave school without reaching the higher classes of the school do not take away with them this key. And much greater excellence may be reached by the children in the higher classes of our schools than is attained at present. The school in my present district in which reading has been most successfully cultivated is that of the Rev. H. M. Birch, at Prestwich, near Manchester. Here the boys presented in the 5th Standard were even able to read poetry with just expression and feeling, and instead of the usual torture which one experiences during this performance, I was able to listen with approbation and satisfaction. Generally, however, I fear I must say that reading has recently gone down rather than improved.

Classification in schools deserves a few words upon this occasion. In the juvenile schools there is a tendency manifest to make the classes correspond as nearly as possible to what will be the standards on the day of inspection. And this tendency would on some accounts and under certain circumstances seem desirable, especially if the parents could be brought to feel that it is a credit to their child to rise to a higher class and standard, and to feel an interest in his "passing." I have stated in previous reports, and I still feel, that in our schools for the poor there has been a want of some very broad distinguishing lines by which the several classes should be marked, so that a child and his parents might feel it to be a credit and

Classification in schools.

an honour for him to pass from one class or division to a higher one. It is educationally bad for a child to pass all his school life in one room and under one teacher. This has a deadening effect, and anything which will relieve this deadening effect is desirable. If we would have a scholar make progress we need to mark it for him, and the more strongly it can be marked the better. Everything, therefore, which will help to mark a boy's advance and to impress the scholar and the parent with its value will be beneficial. The value of the standards in marking this progress and rise is diminished by the fact that a child has to be placed in a higher standard each time, whether he succeeded in passing in the lower one or not, so that the real progress of the scholar becomes somewhat confused instead of being defined. Perhaps some remedy for this may be devised, and that it should be seems certainly desirable. If we want the parent to keep his child at school another year, we should cause him to know and feel that a year's stay will be a year's gain.

What occurs to me to suggest as a step in this direction is, that the inspector should be empowered to select by name in a school those children who have done very badly in any standard, and require that they be presented next time in the same standard. This would, I think, be practicable, and to escape this stigma would bring some honour, while to incur it would reflect a disgrace which children and parents, and perhaps teachers too, would make special efforts to avoid.

Large numbers of children not being educated.

Amongst the many defects connected with the education of the poor which come under my observation in the large towns which I visit, the most sad is, that such large numbers of children are still receiving either no schooling at all or so little as to be worthless. I wish people could really see this as I am forced to do, and so could realize what it means and all that it involves, for I am sure that in that case they would take it more to heart. The fact has, indeed, been long acknowledged in general terms, and perhaps this is the very reason why it has lost all the power of truth, and that the public is so callous to it, and leaves the education of the poor so very much to mere chance.

Manchester Education Aid Society.

Lately there has been established in Manchester a society which has made some very interesting inquiries respecting educational destitution here, and I believe that the inquiries have been fully and faithfully made. Certain defined districts of Manchester and Salford are being visited one after

another from house to house. The result for several districts was published in November 1865, and it showed that in every 15 children between the ages of three and 12, one was at work, six were at school, and the other eight neglected as regards education.

It is probable that a majority of the neglected eight-fifteenths above named do pick up some little schooling between three and 12 years of age at irregular intervals. But there is no doubt that the general result is, that there are many thousands of children in large towns like Manchester growing up and going to work without any school education, and many thousands whose schooling is utterly valueless.

The two main causes of this evil, as regards the parents of the children, are poverty and carelessness. The Manchester Society seems to assign two-thirds of the neglect to poverty as the cause and one-third to carelessness.

The main object of this useful Manchester Society is to find out poor and neglected children, and to send them into existing schools, and wherever needful to pay the school fees wholly or in part. To carry out this object it has a central office, where poor people can call and ask for aid towards the schooling of their children, and what is still more useful, it employs agents to carry out its objects by visiting regularly the homes of the poor. During the last year the society's income reached, I believe, 1,700*l.* And the secretary informs me this month (January 1866) that "the number of children at school assisted by the "society at the end of the last quarter was 7,200," and that "the present payments for school fees made by the society "amount to about 30*l.* per week," also that "the number "of children is increasing every week, and consequently "the expenditure also." I hope that other towns may hear of this example and follow it. The society is doing exactly what I recommended in some of my previous reports to your Lordships, and upon the plan which I more fully described elsewhere.*

Free schools.

One of the inferences to be drawn from the foregoing statements is, that (as I have remarked in former reports) a certain number of free schools is needed in various districts of all large towns. And I am glad to be able to point out that the Revised Code, in withdrawing the previous restrictions upon grants to free schools, enables

* Essays upon Educational Subjects, read at the Educational Conference of June 1857. Longman and Co.

them to receive Government aid on the same footing as other schools.

I have not had the opportunity of inspecting or seeing many free schools for the poor, but from what I have seen they seem to be as well and regularly attended as schools where fees are paid. And from this, among other circumstances, I am led to infer that if a certain number of free schools could be founded for the very poor in large towns, and to which the poor *felt a right* to send their children, very many of those who are now said to neglect their children would be found to send them, and that too with earnestness and regularity.

I have the honour to be, &c.

W. J. Kennedy.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

There is a gentleman in my district who knows probably more than any living man about the practical working of our schools for the poor, especially as regards the economy of them. During many years he and his brothers have expended on schools what would be a large fortune. This gentleman is manager in a very large proportion of Manchester schools, and those the best managed; and, as treasurer in most of these schools, he has kept the accounts in a manner so full, minute, and exact that they are a perfect model. Thinking that your Lordships would like to learn the experience of such a person, I addressed some half dozen questions to him on the following points:—

1. How much less are you getting under the Revised Code? 2. Have you been able to increase voluntary subscriptions? 3. Do you raise the school fees? 4. Can pupil-teachers be got? 5. Are schoolmasters receiving less income? 6. On what plan do you recommend that teachers be paid?

He kindly furnished me with the following reply:—

Dear Sir, Manchester, 31st January 1866.

In reply to your inquiries in reference to the large town schools which come more immediately under my own notice, I may state that the loss of income from Government grants under the "Revised," as compared with those received under the "Original" Code, has varied from 10 to upwards of 30 per cent.; the largest and best appointed schools, viz., those which had the fullest staff of assistant and pupil teachers, and were also open for the instruction of evening classes, being by far the greatest losers.

This loss of income has not been supplied by additional voluntary contributions, nor do I find that the public are disposed to take up the subject more warmly in consequence of the withdrawal of so large an amount of the Parliamentary aid; on the contrary, there seems to be a disposition rather to use this as an argument for withholding subscriptions, the education of the children of the labouring classes being still regarded as a matter of national interest, and the feeling is frequently

expressed that the cost beyond that which can be obtained from the parents ought to be supplied mainly, if not wholly, by the State.

In some schools, since the Revised Code has come into operation, an advanced scale of fees, varying according to the social position and circumstances of the parents, has been adopted with partial success; but I still hold to the opinion that for the children of ordinary "factory operatives," and unskilled labourers, we cannot expect more than 3*d.* per week each for boys, and 2*d.* each for girls and infants; and that in cases of poverty or distress, arising from sickness, want of employment, or the loss of a parent, there must be a corresponding abatement even from these rates.

Amongst the "half-timers," who pass through our schools, rather than remain there long enough to obtain an education, we see deplorable instances of extreme ignorance and neglect. These half-timers, for the most part perhaps, are orphans, or the children of very indigent parents, so far showing that the school fee, however small, does in some measure act as a hindrance to their education. Cases might be cited of schools in this city, under your own official inspection, in which no payment whatever is required on the part of the parent. Here the poorest children may be found who could probably be brought in upon no other terms, and who show at least equal regularity of attendance, intelligence, and progress according to their years, as compared with the children of others who are blessed with ample means.

This leads me to discuss the importance of economy in school management.

The cost of education in schools of this class, according to the returns obtained by the Education Commission, is taken at 30*s.* per head per annum, or about 8*d.* per week for the ordinary school year.

This estimate appears to me to be too high for large town schools, which I should prefer to divide thus—

Boys under a master, 9*d.* per week.
Girls under a mistress, 7*d.* per week.
Infants, or boys and girls "mixed," under an infants' mistress, 5*d.* per week.

The average amount of grant paid to these schools by the Committee of Council on Education is 9*s.* 3*d.* per head per annum, or about 2½*d.* each per week upon the average attendance.

Taking into account that 70 per cent. of the children in National schools are under 10 years of age (*vide* Report of the Commissioners, page 171), and that boys to that age may be equally well, if not better taught and trained by female teachers, I am inclined to advocate very strongly the policy of retaining the younger boys under an infants' mistress as long as possible, provided always that the sexes be kept entirely separate, both in the school-rooms and in the playgrounds.

The extreme difficulty which is now felt of procuring male pupil-teachers must, apparently, soon make this course a matter of necessity.

In consequence of the serious diminution in the privileges offered at the training colleges to pupil-teachers after the completion of their apprenticeship, since the passing of the Revised Code, coupled perhaps with a distrust of the prospective advantages of pursuing the profession, or from some other unexplained cause, male pupil-teachers have latterly appeared to be dissatisfied with their position and anxious to avail themselves of the first favourable opportunity to secure for themselves more lucrative situations.

The same causes may also be assumed to operate in regard to the engagement of male candidates for apprenticeship, with whom, as a rule, the prospect of future advancement will probably have equal weight with the question of the rate of stipend offered to them as pupil-teachers.

It should be observed that the incomes of certificated masters here have generally been reduced under the operation of the Revised Code. The "augmentation," or "certificate grants," have been withdrawn by the Committee of Council, and school managers have not felt, either bound, or prepared to replace them. This loss may be estimated at about 15 per cent. upon the salaries of the certificated masters.

As regards the best size of schools, the managers must be guided in most cases by such considerations as the area and position of existing buildings, the requirements of the population in the locality, and the funds at their disposal.

Relatively, I would suggest that the accommodation for infants should materially exceed that for the boys and girls united, and that for economy of working, the school-rooms should be as large as possible. An infants' mistress can well superintend the instruction of 300 to 400 children or upwards, and a master 150 to 200 boys, with the usual staff of pupil and younger teachers. Wide schools, say not less than 30 feet wide, are decidedly preferable to narrow rooms for large numbers.

In reference to the mode of remunerating the certificated teachers, the managers must act according to circumstances. A fixed salary from the managers, which may be advanced when the school shows marked and long-maintained success, is generally to be preferred, rather than that the teacher should be mainly, or even partially, dependent upon either the children's payments or the Government grants. The managers will thus have more control, the poorer children will be less likely to be excluded, and it is held to be impolitic, for obvious reasons, to allot any important amount of the grant to the teacher who keeps the daily register of the children's attendance, and prepares the annual returns for the Council Office, which the managers themselves are required to verify.

Without entering into details, I think this replies to all your questions. I shall have much pleasure in furnishing any further particulars you may require.

I remain, &c.

Rev. W. J. Kennedy, M.A.,
H.M.'s Inspector of Schools.

HERBERT BIRLEY.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. C. W. KING, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DURHAM *and* NORTHUMBERLAND.

My LORDS,

I HAVE the honour to lay before you the report of the schools under my inspection, in the Counties of Durham and Northumberland, for the year ended August 31st, 1865.

With the exception of my work for the last three months, I have been engaged in inspecting the schools for the first time, so that I am not in a position, from my own experience, to report fully upon their present efficiency as compared with previous years.

I have, therefore, confined my attention more especially to certain statistics connected with the schools as they now exist, and to such features as seem to bear upon the present state of education in the district.

Number of schools.

There have been under my inspection during the past year 169 distinct schools, or groups of schools, under separate managers; and of these, 164 are in receipt of annual grants from Government, while five have been visited for the purpose of simple inspection only.

These schools are subdivided into 255 departments, 59 for boys, 48 for girls, 96 for boys and girls mixed, 33 for infants, and 19 for evening scholars.

School accommodation and teachers.

Provision is made in these schools for 33,014 scholars; and 234 certificated teachers, 201 pupil-teachers, and 16 assistant teachers are employed in them in the work of elementary education.

School expenditure.

The total expenditure, as returned for the year, amounts to 24,455*l.* 0*s.* 2*d.*; and this sum, which is exclusive of the expenses of four schools from which no sufficient financial returns have been made, represents the cost of maintaining schools with an average attendance of 20,373 scholars, at an average expenditure of 1*l.* 4*s.* per scholar. The aid afforded by Government during the same period amounts to 9,617*l.* 5*s.* 2*d.*

Numbers present at inspection.

There have been actually present on the day of inspection, in the day schools 14,573 boys and 10,465 girls, and in the evening schools 269 male and 29 female scholars, representing an *average* attendance of 21,419 in all departments.

Age and attendance of children.

With regard to the age at which the children, as a rule, appear to be in the habit of leaving school,—of the 26,505

whose names are found on the school books, 8,831 are more, and 17,674 less, than 10, while there are but 1,536 who are above 13 years of age; and again, as illustrating the short and uncertain stay of children in their schools, there are, exclusive of infants, 19,739 scholars who have been less than three years, and 10,667 who have been less than one year, since they were entered on the registers.

Children scheduled and examined.

The scholars qualified to be scheduled, by having kept the number of attendances required by the provisions of the Revised Code, amount in all to 17,573, while 13,483 have been actually presented for examination, the difference between these two numbers being accounted for, partly, by the fact that infants under six years, who have attended the requisite number of times, are not presented for individual examination, and partly by the absence or withdrawal of the children on the day of inspection. Of the 13,483, 13,278 were presented in the day schools, and of these 12,021 passed in reading, 11,637 in writing, and 10,011 in arithmetic. While in the evening schools 205 were presented, of whom 185 passed in reading, 168 in writing, and 137 in arithmetic.

In referring to the standards under which the children have been examined during the past year, and also to the falling off in the school subjects, which were not actually specified by name in the Revised Code, it is perhaps only just to call attention to the fact that a very large proportion of the schools have now been examined under the new system for the first time, so that the facts of the year now ended would hardly be a fair criterion by which to judge of their work, and of the permanent effect which is likely to be produced upon them.

Religious knowledge.

To speak first of the religious knowledge. This subject is not, in my opinion, entirely satisfactory; the time which is devoted to it, according to the time-tables of the various schools, is generally sufficient, and, as far as I can judge, there is no intentional neglect of it; at the same time it often betrays a want of thorough and systematic instruction; the proportion of children who appear to be in the habit of answering is comparatively small, and the answers are less intelligent than I should expect. My impression is that the teaching is too much confined to the mere facts and bare outline of the Bible history, while the method of simultaneous answering has, in this subject especially, been allowed to predominate, till it has evidently tended to preclude any certainty as to the amount of knowledge gained by the children individually. The Old Testament, histori-

cally taken, holds too frequently an undue prominence, as compared with the narrative and teaching of the New Testament, while the Catechism and the Liturgy generally are passed over, or treated as extra subjects of so little interest and importance that they do not command sufficient attention. I need hardly say that there are many exceptions where these remarks do not apply, but still the tendency has been brought under my notice in so large a majority of cases that it appears to need correction.

Reading.

The reading in the lower classes of the schools is, generally speaking, satisfactory, and a very fair foundation is evidently laid for the upper standards; here, however, the disappointment is too often experienced. The mere verbal accuracy of the earlier teaching remains, but the general style of reading does not seem to make progress, and the fluency, ease, and expression which may be fairly looked for in the fourth and upper standards are not to be found. In noting the lessons which I have heard given on this subject, I have generally found that the teachers are careful in correcting actual errors on the part of the children, while too little time has been allowed for the children to listen to and acquire the tone and expression, as well as the correct accent, which *should* be placed before them as a pattern by the teachers themselves. Considerable difficulty is experienced in judging of the comparative merit of the reading in different schools, from the widely different character of the books which are used; and of those series which have been published to meet the requirements of the Revised Code, there are so many varieties, intended to start from the same point of monosyllabic reading, and to suit the work of the successive standards, but yet differing so materially in the length and hardness of their words and lessons, and also in the nature and interest of their subject matter, that it is almost impossible that any uniform standard should be gained from them.

The writing is generally speaking satisfactory, and though more children have actually passed in reading, this is chiefly owing to the faulty spelling in the dictation of the third and fourth standards, where the *pass* depends upon satisfactory writing and spelling combined; and the per-centage of passes in this subject, which is about 90 in the two lowest standards, and falls to nearly 70 in the third and fourth, rises again to nearly 90 in the fifth and sixth standards, where the spelling is decidedly better. One caution may not however be out of place, that the writing should in no case be allowed to suffer by rapidity

of dictation, that in the lower standards (I. and II.) the style of writing should not be allowed to be small or cramped, as it is a fault out of which the higher classes scarcely ever recover, and that the older scholars should be made more familiar with writing and sums on paper, not only as enabling them to do themselves more justice at their yearly examination, but as enabling them more readily to take to the various kinds of work, in which so many of them are employed, immediately on leaving school.

Spelling. Closely connected with both the previous subjects is that of spelling, taught chiefly in the upper classes by dictation, and in the lower classes in connexion with the reading lesson. There is no branch of schoolwork that varies more in different schools with regard to correctness and certainty, and I am inclined to recommend that the old fashioned "spelling-book" should not be so entirely laid aside; so many of the words which children are liable to confound are there brought into close juxta-position with their several meanings attached to them, that they are more likely to be noticed and remembered by being committed to memory from the "columns of spelling" than in any other way, while again there are a very large number of words with which it is essential that children should be familiar, which are by no means sure to occur in the reading books which are used in the successive standards in the school. Important in almost every branch of education, spelling requires a leading place, and not to be treated only as subordinate to other subjects.

Arithmetic. Arithmetic has been considerably influenced by the working of the New Code; it is manifestly becoming more accurate than it used to be; the youngest children who were scarcely thought capable of understanding the idea of number at all are now led to begin the subject at an early age, in order to prepare for Standard I.; the subject of numeration, which was likely to be overlooked, from the too prevailing habit of allowing the children to work their sums from the black-board, has become much better understood, from the fact that the sums are for the most part required to be taken down and worked from dictation; and *each* individual scholar is carefully worked up to the prescribed standard of efficiency. These points cannot fail to be beneficial, but it must be carefully borne in mind that the work named for each "standard" is the "minimum" required, and that it is an unwise policy not to carry the subject as much beyond as is likely to be useful.

In boys' schools especially it may be fairly expected that the highest standards should have made considerable progress beyond the specified requirements. In fact after the rules have once been mastered, the working for the older scholars becomes almost mechanical, so that unless the form and nature of the questions be judiciously varied, and new matter be from time to time introduced, arithmetic, instead of being one of the best means of testing and exercising the brain, becomes a singularly dull and unimproving branch of study.

Summary of three elementary subjects.

Looking at the three subjects of elementary education, reading, writing, and arithmetic, the passes in the three, taken together, amount to nearly 85 per cent. Reading is apparently the most successful, as in it the per-centage of passes is 90, while in writing and arithmetic it falls to 87 and 75 respectively. Notwithstanding these results however, my opinion is that writing is upon the whole decidedly the most satisfactory, that arithmetic from a lower starting point is progressing steadily, and that reading is at the present time the most inclined to be stationary of the three.

Other school subjects.

The other ordinary branches of school-work are, without doubt, at a somewhat low ebb. Geography seems to hold its place better than the others, from its more immediate connexion with many other lessons; but in this, as well as in history and grammar, which have been much neglected, I should hope to trace a marked advance during the coming year. The uncertainty that prevailed on the introduction of the Revised Code led to the withdrawal of these subjects from too many time-tables, and though perhaps they are now partially restored, they have not as yet been sufficiently taught to be of much practical use. I may venture to remark, that it is not at all contemplated that these subjects *should* now be omitted, and that after the work has been once understood, there is no reason from the nature of the yearly progress that is required in *the* three elementary subjects, that the teaching should be exclusively confined to these; nay more, it is now felt by the more intelligent and experienced teachers that the time given to the additional studies of which I have been speaking, to say nothing of their own intrinsic value, is more than compensated for by the additional briskness and brightness of perception which they help to produce, and that in cases where they are discontinued, the children are neither able to make such satisfactory progress in their

other work, nor willing to stay so long at school, both of which appear to be considerations well worthy of note.

Girls' schools.

These general remarks are intended to apply to both boys' and girls' schools, with some slight modification with regard to the latter; in the girls' departments I nearly always find the reading the best subject, writing next, and arithmetic the least satisfactory; in fact the comparative lowness of the per-centage of passes in arithmetic generally must, no doubt, be in a great measure traced to the larger number of failures in the girls' and perhaps in the infant schools. I do not think that there is the same aptitude for understanding figures in girls that there is in boys, but neither do I think that the subject has always been thoroughly taught. The idea that needlework with girls may fairly take the place of arithmetic with boys has often been too easily accepted, and under the present system, with its special inducement to accuracy, I am inclined to believe that, while the standard in the boys' schools will necessarily be higher, a much improved knowledge of arithmetic is likely to be acquired by girls. The special characteristic of the girls' department, needlework, is seldom as good as it should be for the age of the children employed, and the reason in three cases out of four is the same, it is too much under the control of the parents, the supply of material and the nature of the work on which the girls are engaged are allowed to be determined by the home wants of the moment, instead of with a view to make the girls good and efficient needlewomen. I am quite aware of the difficulties that so often arise with regard to this matter, but the drawback is so generally acknowledged that steps seem necessary to remove it. There is always a popular and yet reasonable outcry where the needlework is inferior in character, and yet frequently the mistress is powerless to stir unless she receives steady aid and support from the authorities of the school.

Needlework.

Infant schools.

The infant schools in the district are, as a rule, very fairly worked, and form a valuable nursery for the older departments, the effects of them being generally distinctly visible. The teachers, as a class, appear to understand the peculiar nature of their work, although it requires no small tact and discrimination to combine the kind and genial tone so essential for the younger children, with the preciseness of drill and discipline no less necessary for the infant school routine.

Evening schools.

Of the evening schools I need not speak at any length,

they are not, comparatively speaking, an important feature in this district, and with two or three exceptions, are little more than adjuncts to their respective day schools. What the effect of the last Minute with regard to the examination of these schools by their managers may be, I can hardly yet form an opinion, but at present I do not trace any great increase in this direction.

The above appear to me the principal points connected with the condition and present working of the schools in this district; I have carefully abstained this year from mentioning individual schools, as I do not feel that after a first visit of inspection I might be doing strict justice in my remarks, but it is perhaps needless to remark that there are many schools of a superior character in the two counties, which by their efficiency both illustrate and confirm the general observations I have made.

I believe that school-work is being faithfully carried on with care and judgment by the body of teachers who are employed in the district, and to meet the present state of school matters, I would only urge on all who are interested, whether as managers or teachers, to make a steady and persistent effort, to keep united the sound and accurate foundations for elementary knowledge which are evidently being laid, and the somewhat higher standard of more general knowledge, which is required to do justice to the vigorous character of the children in these counties, and to make their education thoroughly and practically useful.

Teachers.

Passing to the subject of teachers, I do not see any prospect at present of a deficiency in the supply of certificated teachers, and the diocesan training schools are satisfactorily filled; there is however a marked difficulty in meeting with the requisite number of pupil-teachers, and notwithstanding the reduction allowed by the provisions of the Revised Code, and the frequent employment of assistant teachers in their place, the scarcity is such as to give rise to much uneasiness on the subject. This state of things arose no doubt during the uncertainty that prevailed at the first introduction of the Revised Code, and a partial reaction has taken place in some parts of the district; at the same time there are frequent complaints of inability to meet with well-qualified candidates, and there is a somewhat unsettled tone among those who are already employed, which is not without an injurious effect upon their work. As a body they discharge their school duties well, and I believe it would be a subject of deep regret if there were to be a permanent falling off in so

Pupil-teachers.

important a branch of our school organization. My opinion of the superiority of the pupil-teacher over the monitorial system is strongly confirmed by the experience of the past year. The pupil-teachers identify themselves more with their school, exhibit greater vigour, and take more interest in their work than monitors; and this appears to be only natural, for while the latter regard their office as a mere temporary employment, the former are led to view their apprenticeship as a period of training, during which they are preparing themselves by the progressive labour and study of successive years for the prosecution of a profession which they have selected. I cannot report so well of the annual examinations passed by the pupil-teachers generally, as of their school-work and of their conduct and character: some of the usual school subjects having, as I have noticed above, been to a greater or less extent discontinued by so many of the teachers in the district, the want of daily practice in teaching these is evident in the papers worked by the pupil-teachers themselves, and they seem scarcely to have realized the necessity of additional private study to make up for this undoubted drawback, which it is to be hoped may be soon corrected. I would mention grammar and history more especially as the subjects which require improvement, though the weakness is not confined to these alone.

In conclusion I would notice that there are a considerable number of additional schools throughout the district which have applied or are intending to apply to be placed on the annual grant list.

My assistant, Mr. Hunter, has accompanied me at my inspection of most of the schools during the past year, and I have had reason to be fully satisfied with his efficient and punctual discharge of his duties.

I have the honour to be, &c.

C. W. King.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. F. MEYRICK, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* NORFOLK *and* SUFFOLK.

MY LORDS,

DURING the year I have inspected 198 schools, viz.:—

Boys' schools - - -	32
Girls' „ - - -	27
Mixed „ - - -	108
Infant „ - - -	17
Evening „ - - -	14
	198

These schools contained 15,713 scholars, viz.:

Boys' - - - -	7,390
Girls' - - - -	6,667
Infants' - - -	1,393
Evening scholars (male) -	263
	15,713

The average number of scholars present was 79, or, omitting the evening schools and scholars from the calculation, 85. I have travelled about 4,000 miles in the fulfilment of my official duties. My colleague, the Rev. T. Wilkinson, gave me assistance in the month of June.

Schools in Norwich.

In my last report I spoke of the city of Norwich as behindhand in the cause of Church of England education, and showed that the proportion of children at school to the population was very inadequate. I am glad to be able to announce an improvement both in the number of scholars under instruction and in the quality of the schools which they attend. But I must still say that the state of Norwich, regarded from an educational point of view, is unsatisfactory. The clergy and others who take an interest in Church of England education ought not to rest contented until they have 7,200 children in their schools, and when they have reached that number they may well aim at something higher; but at present they have only 3,600, *i.e.*, about half of the lowest number with which they ought to be satisfied. Some parishes, however, educate even more than their proper share of the desired total. Thus St. Mark's, Lakenham, parish, containing a population of 3,808, has an average attendance of 496 scholars, of whom 79 attend the evening school; St. Matthew's, Thorpe, with a population of 2,388, has an average attendance of 376 day scholars;

St. Giles's, with a population of 1,586, has an average attendance of 226 children ; St. Saviour's, with a population of 1,532, has an average attendance of 183 children. These are the only parishes where the attendance of the children is larger than or even equal to what might be expected from the population. The incumbents, to whose exertions this eminence is owing, are the Rev. N. T. Garry, the Rev. G. Cooke, the Rev. W. N Ripley, and the Rev. W. H. Cooke. In the remaining parishes the proportion is below what it ought to be. It should, however, be said that there are some very efficient schools which are not parochial, such as the Model schools, with an average attendance of 482 children, and Norman's endowed school with an attendance of 52. There are also some district schools attended by children belonging to various parishes. It should be said also that since the completion of the year for which I am now reporting marked educational progress has been made or commenced in the important parishes of St. Julian, St. Augustine, St. Paul, St. Martin-at-Oak, St. Peter-per-Mountergate, St. James Pockthorpe, St. Stephen, and Heigham. I do not doubt that in the next biennial report the results of these efforts will make themselves very apparent. It is to be hoped also that other parishes, some of which have large populations of their own, will not be contented with the district schools. The more that a school is divested of the character of a district school, and made a parochial school, the more I find that it flourishes, and the more carefully are the children attended to.

Schools in Norfolk. Application for Grants, or non-application, dependent, not on the wealth or poverty of parishes, but on arbitrary causes.

In other parts of Norfolk schools are going on much as usual. The manner in which some districts take advantage of the assistance offered by your Lordships, and some do not, is curiously arbitrary. Norfolk is divided into East Norfolk and West Norfolk. In the northern half of East Norfolk, that is from Holt to the neighbourhood of Yarmouth, there are but five schools under inspection, viz., North Walsham, Bacton, Happisburgh, Baconthorpe, and Aldborough, and none of these have pupil-teachers. Again, in the southern half of West Norfolk there are hardly more. On the other hand, a very large proportion of parishes in the northern half of West Norfolk and in the southern half of East Norfolk are receiving grants. This shows that it is not poverty which prevents the spread of the existing system in those places into which it has not yet penetrated. There is no difference in this respect between the northern and southern halves of East and West Norfolk ; and, besides, it is demonstrable that when a parish has a

school at all it is cheaper to have a certificated teacher with a rather higher salary than an uncertificated teacher who is paid rather less, for the amount of the grant more than covers the difference in salary, and the remainder goes to the general expenses of the school. I believe that it depends mainly on the inclination or disinclination of diocesan inspectors, rural deans, rectors, and country gentlemen whether aid from the parliamentary grant is sought or not sought. If this is so, the complaint that the existing system cannot find its way into poor parishes seems unreasonable. It is not power, but either energy or inclination, which is lacking.

Certificated Teachers.

The most valuable part of the present system, and the most necessary to retain, is in my opinion (which is so far valuable as it is founded on every-day experience) the condition that the teachers shall hold a certificate; not that I value the certificate so highly for its own sake. It is a proof of competency, and that is no slight matter, for there was a time when a lame leg or a broken arm was considered a better passport to the office of schoolmaster than ability to work a sum in proportion. But it is not for itself that I value it so much as for what it in almost all cases implies, namely, a previous training. It is the two years' training which gives the teacher that command over himself and over his scholars, that knowledge of method and readiness in exercising it, that tone and temper and patience which makes the difference between a good teacher and a bad teacher far more than even fulness or scantiness of knowledge. I believe that no class of men and women in England receive so good an education for the special work which they have to do as the students in our training institutions. I believe that no body of men and women have devoted themselves more conscientiously and successfully to their studies in the training college, and to their work in the school. That they have failed to be appreciated as they deserve, and that a prejudice exists against them, arises, I think, from a tendency to conceit on the part of some masters, and to vanity on the part of some mistresses. This is the defect to which men and women raised by a liberal education above those with whom they were originally on an equality would be naturally liable. It is a fault hard for superiors to forgive; but in all equity we ought to remember that every class and every body of men and women has its special defects, and we ought to balance this fault against the many excellencies of the present race of school teachers. We seldom hear any complaint made of

Their training.

Their success.

Their defects.

their regularity of life; and that this is no imaginary danger the experience of America proves. They are at least moral; generally, I believe, religious, and if not the clergyman's right hand in the parish, often, I believe, because the clergyman does not try to make them so. I am convinced, too, that the extent to which this one fault prevails has been greatly exaggerated by the same careless, but not therefore pardonable, prejudice which continues to believe and to declare that certificated teachers spend their time in instructing their pupils in crochet, music, and drawing. It is true that I here and there find an untrained master or mistress equal to those who have received the best training. At Lowestoft there is an infant school teacher who has an extraordinary power over her little pupils; but these are exceptional cases, and legislation has not regard to exceptional but to ordinary cases. The majority of men require training in order to do anything well, and there is not a possibility of doubting that trained teachers are, as a body, in every respect more efficient than those who are untrained. That very inefficient teachers would be able to pass some of their pupils through the Standards is certain, but it does not seem desirable that public money should be paid to schools under very inefficient teachers. Nor does the accepted principle of payment by results require it. Every complex and extended system must rest on more principles than one, and the more that even seemingly contradictory principles control and yet harmonize with each other, the more excellent and durable the system is. There are no grounds in reason why the two principles of a Guarantee for good instruments and of Payment by results should not coexist. I believe that the abolition of the certificate condition would be as deleterious to the body of schoolmasters as the abolition of the university residence condition would be to the clergy; nor can I see sufficient reason for such a step if, as my experience tells me, the trained teacher is (1) more efficient than the untrained teacher; (2) more economical, as I have already shown; and (3) owing to the decentralising form which the legislation of 1861 took, as much under the control of the Committee, *i.e.*, in 19 cases out of 20 in Church of England schools, of the clergyman of the parish, as his less efficient and only apparently cheaper rival.

Their efficiency.

The certificate, a reasonable condition.

The certificate is an advantage common to the late and to the present system. The chief advantage which I find to have accrued to the school children from the alteration of the system is an increased accuracy in the lower classes. When the teacher sees the children not only examined indi-

Chief advantage of Revised Code. Accuracy in lower classes.

vidually (as they always have been by me since I have been an inspector), but also reported on individually, he is the more careful to guard against failure in particular cases.

On the other hand there are disadvantages:— Disadvantages:—

1. The diminution of pupil-teachers is very serious. Halesworth school is a case in point. For the last ten years there have been seven pupil-teachers there; this year there was only one, who was in her last year, and no candidate was offered for examination. 1. Pupil-teachers.

2. Greater accuracy in the lower classes is compensated for by less intelligence in the higher classes, if not throughout the school. School work is certainly more mechanical and dull, and this has its effect on the children's minds. 2. Intelligence.

3. Geography, grammar, and history, all of them very efficient instruments for opening the mind, have disappeared as subjects of study, or, when they exist, are scarcely the ghosts of their old selves. 3. Subjects of study.

4. In infant schools attempts are made to carry out two systems at once, combined teaching and individual drilling. The latter system, essential as it is in boys' and girls' schools, interferes with the best way of conducting an infant school. 4. Infant Schools.

These evils might, it appears to me, be thus remedied:— Remedies:—

1. A pupil-teacher might be required for 80 scholars under the same penalty as is now exacted if there is no pupil-teacher where there are 90. This would not be a popular step with managers, but as it is impossible for one teacher adequately to instruct 80 children, and there is no definite stipend now payable to a pupil-teacher, it would practically make little difference to them whether they maintained a pupil-teacher or a monitor; and I do not think that your Lordships can stand by and see the material out of which future teachers are formed, so rapidly vanishing without some effort to arrest the mischief. 1. A pupil-teacher for 80 scholars.

2 and 3. An additional Standard might be introduced, Standard VII., where the rule of proportion should be required in arithmetic (a rule not taught under the present Standards) and geography, grammar, and English history, in addition to good reading, combined with a ready apprehension of the meaning of what is read, and good writing, including writing from memory and composition. It may be said indeed that no higher subjects should be permitted until the failures in reading, writing, and arithmetic are less than (as at present) 17 per cent. But there is a fallacy here, which naturally lurks in the argument from averages. 2 and 3. A Standard VII.

Out of six schools all, or almost all, the children in five might pass, and the failures might be confined, or nearly confined to one school. In such a case the fact of there being failures in F. school would constitute no argument against a Standard VII. in A. B. C. D. E. schools.

4. As to Infant Schools.

4. I think that it would be a benefit if your Lordships would disallow all but Standard I. in any Infant Schools; and where there are groups of connected schools, boys, girls, and infants, it appears to me that Standard I. might be discouraged, if not disallowed it would then be possible for teachers to conduct Infant Schools as homogeneous wholes, instead of having practically to divide them into two schools taught on different principles.

The Gang System.

An Assistant Commissioner has, I am glad to say, been inquiring into the Gang System, of which I complained two years ago, as it is carried out in Norfolk. Where this system prevails, it is impossible that schools can be efficient, or that children can be adequately taught; and it is next to impossible that great physical and moral injury shall not accrue both to boys and girls. Seeds of disease are implanted by a too early exposure to weather, and by excessive labour performed under the eye of a taskmaster. Seeds of moral evil are sown or ripened by large assemblages of boys and girls, young men and young women, with no restraining influence except that of the gang master, if that can be called a restraint at all. Attempts have been made to lessen this serious evil by some of the leading landowners in the district. Sir Edward Kerrison, M.P., does not allow the employment of girls in gangs employed on farms which are rented of him. Sir Willoughby Jones sends an old man to accompany the gang. But I think that our poor, and the children of our poor, have a claim to some further protection. While child labour is allowable by law, parents in the labouring classes are *obliged* to send their children into the field instead of to the school, because their employer requires it of them, while they are also *tempted* to do so by the sixpences and shillings brought to the household stock by the child's earnings. But such a course of proceeding is contrary both to the duty and to the interest of the parent; to his duty, because he ought to elect (hard choice as it is) to suffer himself rather than interfere with the future good of his child; to his interest, because the employment of child labour necessarily depreciates the value of his own, and brings down his wages, so that in the end he does not even make a pecuniary profit out of the evil inflicted on his child. But it is not to be expected that he will see this for him-

self. I hope that no attempts to *regulate* the gang system will be made. I should gladly hail an enactment which, by declaring child labour in general illegal, should annihilate the agricultural gangs as they exist in Norfolk.

Conscience Clause.

I consider it my duty to state, for your Lordships' information, while expressing no opinion myself on the subject, that there is no one thing which makes the education system, as administered by your Lordships, so unpopular in this district as the proposal of a Conscience Clause. There is only one manager of a school whom I have found to be in favour of it, and his school is not under inspection. The determination of managers to withdraw in a body from all connexion with the Committee of Council on Education, should such a clause be proposed as a condition of receiving annual grants is, so far as I can judge, universal.

Religious knowledge.

I am able to report an improvement in the religious knowledge of the children, in the schools throughout my district. This year they have been examined in the Books of Joshua and Judges, in St. Luke's Gospel, in the Catechism, the Apostles' Creed, and the Litany. The books in which they are preparing themselves to be next year examined are the two Books of Samuel, St. John's Gospel, the Catechism, the Nicene Creed, and the Occasional Prayers and Thanksgivings in the Prayer Book.

I have the honour to be, &c.

FREDERICK MEYRICK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. G. R. MONCREIFF, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* KENT.

MY LORDS,

Change of district.

SINCE the date of my last report I have been transferred to the district rendered vacant by the retirement of Mr. Norris. Though desirous of the change, and grateful for it, I left my friends in the north with many regrets, and cannot but express my lively recollection of much pleasant intercourse with them, personally and officially, during the nine years of my residence in their neighbourhood. I was glad to be able to hand over my work to one so able and so well acquainted with northern habits as my friend and colleague, Mr. King.

I entered on the charge of my present district in May 1864. I have therefore visited all the schools once, and about half of them twice. The work being unavoidably in arrear when I began, a few large schools in Dover, Folkstone, and the neighbourhood were inspected for me in 1864 by Mr. Koe. I have to acknowledge the very efficient services of Mr. Emmerson, who had, previously to my arrival, been appointed on the recommendation of Mr. Norris, "inspector's assistant." Both with him, and with my former assistant, Mr. Hunter, I have worked smoothly and pleasantly, and I have every reason to believe that the whole body of managers and teachers are entirely satisfied with the temper, fairness, and patience with which the individual examination is conducted.

Number of annual grant schools.

The number of schools on my list for annual grants was then 150, including 252 departments. There have since been added to the list 10 schools, including 13 departments, viz.:—

Northfleet.	Blackheath, St. John's.
Isle of Graine, St. James'.	Deptford, St. Paul's.
Garlinge, St. James'.	Bexley.
Chart Sutton.	Chelsfield.
Boughton-under-the-Blean.	Plaistow, St. Mary's.

Northfleet and Chart Sutton have not yet been inspected. Bexley has received no grants, the master not having yet obtained a certificate. The actual addition of grant-receiving schools for the year is therefore seven, including 10 departments.

On the other hand, the following six departments have ceased to receive grants, viz.:—

	Cause.
Milton, near Sittingbourne, girls'	Uncertificated teacher.
Canterbury, N.S., boys'	,, ,,
Plumstead (Old) infant	,, ,,
Dartford, girls'	,, ,,
Greenwich, Roan's Grey-coat, East Branch, boys'.	Endowment.
Knockholt	,,

The following six will probably be taken off the list in this or the following year, viz.:—

	Cause.
Borden	Endowment.
Greenwich, East Branch, N.S., girls'.	,,
Greenwich, Central, infants'	,,
Greenwich, Roan's Grey-coat, West Branch.	,,
Dartford, boys'	Uncertificated teacher.
Woolwich, St. Thomas', girls'	Amalgamated with infant school.

Endowed schools.

Of the endowed schools, the only very hard case is that of Knockholt, where the endowment arises from a recent donation made for the purpose of improving the quality of education in a poor parish.

On the whole, therefore, the number of annual grant schools and of certificated teachers remains nearly as it was, and so I think it will remain. I do not know of any other schools likely to be withdrawn, nor do I see much prospect of any large addition to the present number.

Teachers' loss of income.

Teachers have suffered very considerably from the reduction in the amount of grants. A few managers have been able and willing to make good the whole of their former augmentations. In the great majority of cases the loss has fallen in large proportion on the teachers.

Pupil-teachers.

Male pupil-teachers seem to me to be rapidly disappearing from all except a very few of the larger schools. Three causes combine to produce this result. Boys, and in many places even girls, are disinclined to accept the post; teachers are often unwilling to incur the additional labour and responsibility; managers are generally unable or afraid to incur the necessary expense. The first cause is, I am afraid, irremovable at present; the prospects of trained teachers are too discouraging and too uncertain, to allow any master or manager to go far in pressing the office either on a child or his parents. That teachers should shrink from what is virtually the unpaid labour of instruct-

ing apprentices is at least natural, more especially when they find that they can scarcely ever obtain the services of the most promising boys, and that comparatively few of those who offer themselves have any settled purpose of remaining schoolmasters. Managers are absolutely compelled, in nine cases out of ten, to consider, not what they wish, but *what will pay.*

Do pupil-teachers *pay?* I am sure they do not in a very small school. In schools between 65 and 89 (a large class) they are needed; and in schools above 89 more than the required minimum is needed for the real efficiency of the school; but I doubt whether they can be said *to pay, i.e.,* whether the presence of an additional pupil-teacher will generally make a difference to the grant equal to his average stipend. It would be a rare pupil-teacher whose work should have the effect of increasing the number of "passes" by 100: yet even that would hardly cover the expense of his average stipend of 15*l.*

I do not wonder, therefore, that our staff should seem to be melting away even more rapidly than it was created. A reaction will probably come. They may be wanted, when they cannot be had, by those who are now trying to make a virtue of necessity, by persuading themselves that they can do as well without them. For good or for evil, it seems to me certain that we have seen the last of the rise and progress of the pupil-teacher system, and have to watch its decline and fall. At Canterbury, where they used to overcrowd the largest school-room, I could not this year muster enough for a collective examination. At Faversham the two great schools of Faversham and Whitstable furnished 21; the whole of the surrounding neighbourhood, including three from Sheerness and two from Canterbury, could only contribute eight. Other centres, especially in the metropolitan district of Kent, showed better results, but none which shake my belief that the system, as a system, is doomed to speedy decay.

Assistant-teachers.

A few assistants are employed in my district; the tabulated statement supplied to me from the Council Office gives the number as 19. I do not in general think very highly of their work. *Girls* of this class are sometimes good and earnest teachers, having reasons of their own for not wishing to go to a normal school. But with boys there is always this dilemma—if of fair ability they would go to a training school, if they really meant to remain teachers. Either, therefore, they do not like their work, or they are

of moderate capacity; if clever, not earnest; if earnest, not clever. In either case, far from being equal to two pupil-teachers, they cannot bear a moment's comparison with one good pupil-teacher of the fourth or fifth year. I do not, therefore, rely much on this mode of filling the gap left by the absence of candidates for apprenticeship.

Second masters.

Certificated second masters are too often open to the same criticism. The salaries now offered have but seldom succeeded in tempting students of real ability to accept or retain the post.

I have in my district very few "provisionally certificated" teachers. There are certainly no school unions under the special Minute suggested by Miss Burdett Coutts. I should be glad to see the latter experiment tried, but I am not sure that there is any part of the district to which it is at all likely to be applied.

Amount of grants.

I have been led away by the mention of pupil-teachers from the subject of the amount of grants. I do not care to go into any statistical details or consideration of averages, which seem to me to obscure rather than to elucidate the real state of the case. But I have taken, *first*, one whole group of schools, those visited in the month of March; and *secondly*, a small number of picked schools throughout the district, viz., those in which the actual results of the "standard" examination were the highest. I choose the month of March because it is on the whole the most favourable for examination, and because the average proportion of "passes" is, as a matter of fact, higher than in any other month. In that month I examined 26 departments with a total average attendance of 1,531; 1,207 children were presented for examination, 232 under six years of age were passed without examination; the units of "passes" were 2,713 (equivalent to 904⅓ children passed in all subjects), or almost exactly three-fourths of those presented. Here then the financial results are these:—

	s.	*d.*
1. Attendance grant = 4*s.* per head = - - - -	4	0
2. Passes on examination = $\frac{904\frac{1}{3} \times 8s.}{1531}$ = (nearly) - -	4	$8\frac{3}{4}$
3. ,, without examination = $\frac{232 \times 6s.\ 6d.}{1531}$ = (rather more than)	0	$11\frac{3}{4}$
Total grant - -	9	$8\frac{1}{2}$

These are the results in a group of country schools of more than average merit on the whole, and examined at a favourable time of year.

Most successful schools.

Next I give a list of 14 departments, whose "passes" exceeded 90 per cent. on the number presented for examination. I do not say that they are the best schools: they are simply for 1865 the most successful. They are arranged according to the amount of their grants, reckoned as so much per head on the average attendance.

TABLE I.

School.	Average Attendance.	No. Presented.	Infants.	Passes.	Grant per Head on Average Attendance.
					s. *d.*
1. Beckenham, girls'	54	59	—	163	12 0½
2. St. Lawrence (Ramsgate) boys'	97	99	2	282	11 10½
3. Shipbourne, mixed	59	49	13	136	11 7
4. Deal (parochial) boys'	60	57	—	167	11 4½
5. Maidstone, St. Paul's, boys'	108	108	—	297	11 4
6. Sandgate, girls'	35	34	—	93	11 1
7. Bearstead, mixed	92	77	13	211	11 0½
8. Ramsgate, St. George's, boys'	130	124	1	337	10 11½
9. Margate, Trinity, boys'	124	93	25	257	10 10
10. Lyminge, mixed	46	38	2	107	10 5
11. Loose, girls'	43	30	8	82	10 3½
12. Elham, boys'	37	28	2	81	10 2½
13. Walmer, boys'	55	42	—	126	10 1½
14. Cliffe, mixed	80	63	—	179	9 11½

From these figures I draw the following inferences:—(1.) That to earn a grant of 9*s.* 8*d.* per head is thoroughly good work for any ordinary school. (2.) That anything much beyond this is exceptional, implying either unusual advantages of some kind, or what must be called "good luck" in the examination. (3.) That for any school labouring under disadvantages, temporary or permanent, something considerably below this result must be accepted as fair average earnings.

I have said that I do not vouch for these 14 schools as the best in the district. Let me add, however, as a coincidence, that the two at the head of the list are those which *before* making this calculation I had noted as in different ways the best schools I had examined; St. Lawrence for attainments, Beckenham as combining in the highest degree good teaching with effective moral influence.

It will be observed that the amount earned follows very closely the ratio of the number presented (including infants) to the average attendance. The three schools at the top of the list, for example, are the only ones in which the former exceeds the latter. This depends partly on regularity, partly on the smallness of the fluctuations throughout the year.

Irregular attendance.

It appears then, as indeed might have been expected, that the first condition of what I have called exceptional success is that a large proportion of the same children shall have been on the books during the whole year, with attendance at least equal to half of every school-day. Small as this demand may appear, there are but few schools in which this condition is fulfilled. Generally the number presented is greatly below the average. The last school on the list (Cliffe) is a good example of the results attainable by unusually good work in examination (91 per cent. of "passes") under the ordinary difficulties. Five schools taken at hazard from the January list (an unfavourable month, as I shall explain immediately) give the following results. They all did fairly, some very fairly, in examination, the results varying from 87 to 60 per cent. of passes :—

TABLE II.

School.	Average.	Presented.	Infants.	Grant per Head.
				s. *d.*
1. Chatham, St. John's, boys' -	107	75	—	8 $10\frac{1}{2}$
2. Do. do. girls' -	67	47	6	7 $11\frac{1}{4}$
3. Do. Parochial, girls' -	89	37	25	8 $2\frac{1}{2}$
4. Do. St. Paul's, girls' -	82	39	23	7 $0\frac{1}{2}$
5. Strood (Rochester), girls' -	112	50	28	7 $10\frac{1}{4}$

These are fair samples of ordinary work, above rather than below the average. I have excluded all cases of unsatisfactory examination, but, omitting them, I have taken the first cases that came. They more than confirm the opinion I have expressed, that to obtain a grant of 9*s.* 8*d.* per head requires either exceptional advantages or unusual excellence.

Unequal chances of schools.

I have spoken of favourable and unfavourable months. These inequalities are, in my view, the most unsatisfactory parts of our work. For many country schools there are hardly more than two or three months in the year which give a perfectly fair view of their efficiency. It was rather a surprise to me to find that in Kent the hindrances from the demand for labour are even greater on the whole, and certainly more varied, than in the busy north.

Dates of inspection.

The arrangements for the district were made by Mr. Norris, with careful consideration of the circumstances of it. Some changes are wanted, but I have not yet seen my way to propose any. It would be well if a change of date in a single school could be rendered rather less troublesome,

both to managers and to the Council Office. This would be effected if all grants were paid for a calendar year, or to any uniform date, so that a change in the date of inspection would not involve any awkward fractional payments. The only difficulty would be in making the transition from one system to the other without unfairness or inconvenience. I should make the change, in the first instance, one of account only, paying the whole grant at the usual time, but reckoning so many twelfths (according to the month) to be payments up to December 31st last preceding, and the rest to be payment on account for the following year. For example, a March school in 1867 would receive its grant as usual, $\frac{12}{12}$ths, as payments for the year 1866, $\frac{2}{12}$ths on account for 1867. So long as the date of inspection was unchanged, all would practically be as at present. When a change seemed desirable on other grounds there would be no change in accounts: the grant would still be made up to Christmas, with the old addition on account. There would be many details to be adjusted, some little risk, perhaps, to be incurred on the one side, some little sacrifices to be made occasionally on the other. But the inspector would then be able without inconvenience to remove to a more favourable date any school which might appear to be subjected to more than ordinary disadvantages.*

Every school year should then be from January to December, and all averages and returns of every kind should have reference to the calendar year. This would be desirable, even if the payments are continued in their present form.

Accidents. Next to permanent inequalities of date, come the accidents of the inspection day, such as weather, epidemics, village feasts, &c. &c. All these, except weather, I try as far as possible to avoid; there can be no complete remedy. But it has struck me that there might be a partial remedy, which would at the same time tend to remove another serious inequality.

The schools which suffered most from the introduction of the Revised Code were the very small schools with certificated teachers. The loss of the augmentation can very seldom in their case be made up by the new grants. And even the augmentation hardly balanced the greater proportionate expensiveness of a little school kept up to the standard of efficiency.

* If the system were only now to be begun a simpler method would be in every way preferable, viz., to pay every school on the 1st of January the grant earned at the inspection of the previous year. But I do not at present see how so sweeping a change could be effected.

Increase for first 120 passes.

I propose, then, without drawing any line between school and school, that the first 120 "passes" in any school be paid at a higher rate, say 4*s.* instead of 2*s.* 8*d.* This would give but little trouble; the amount (24*l.*) would become a fixed quantity for all except the very smallest or the very feeblest schools. It is obvious that the additional amount would be a boon to the small and but a trifle to the larger school. It would also diminish the relative loss by unavoidable accidents of inspection.

Two questions arise here. *First.* Will these results be improved upon in future years? *Secondly.* By what standard of examination have they been elicited?

No great prospects of improvement.

To the first question, if answering it *à priori*, I should be inclined to say that no great advance is probable, because the causes which keep down the earnings of schools are, for the most part, permanent. Something is due to the novelty of the whole system; something in this district to frequent changes of inspectors; but the radical causes will be untouched by mere lapse of time. While labour and the incidents of labour destroy regularity of attendance, the results must remain substantially as they are. Whatever may be the disadvantages belonging to a first examination, they are more than counterbalanced by the liberty of presenting the whole school within the limits of Standard IV.

I have, however, thought it worth while to compare the actual results in all those schools which I have inspected twice. I find that while 25 departments have decidedly improved, 33 have gone back, while 43 remain nearly as they were. My test in this inquiry is the per-centage of passes compared with the numbers presented. I use the words "improved" and "gone back" solely with reference to this test; it is by no means true in every case that this per-centage is the measure of the real progress or decline of the school.

Want of uniform standard

I now turn to the second question. It is ambiguous as I expressed it just now. On the "Standards" themselves, as contained in the Code, I may say a few words. At present, however, I refer to the varying interpretations of certain points of them by different inspectors, and their varieties of practice on some points left undefined. To a certain extent I do not think this an evil. I should be extremely sorry to be held bound by a rigid rule as to all the details of the work. But there can be little doubt that the differences now existing are too great, both as to what is expected from children and as to the methods adopted for testing

their knowledge. Apart from the standards themselves, there are certain points which should, I think, be decided by authority. For example—

1. Ought the inspector or his assistant to give out all dictation? Or may he delegate the task to the teacher or manager?
2. Ought every sum to be given out by dictation? Or may cards be put into the children's hands? If dictated, must the *number* be properly read out to test notation, or may it be given figure by figure?
3. Is the use of slates or scrap-paper permissible in the upper standards?

On all these points I have taken from the first the more stringent view. I allow no dictation to be given out except by myself or Mr. Emmerson. For many reasons I think this better; but my strongest feeling is, that to make the examination absolutely fair to all schools I must do this everywhere or nowhere. If one school has the advantage of the familiar voice and manner, every school ought to have the same.

I feel very strongly on the second and third points. Arithmetic, without thorough knowledge of notation, is unsound; and notation can only be properly tested by writing down numbers from dictation. The use of paper seems to me unmeaning, if the paper given in does not contain all the figures of the actual working. I have always been grateful to the Revised Code for both these points; and so long as I have any discretion in the matter I must act up to my strong opinion of their value. But I cannot wonder that teachers and managers should sometimes feel it a grievance, when they hear of others coming off with flying colours from what they cannot but consider a much milder ordeal.

Arithmetical standard.

My own standard in arithmetic has been this. I give that for boys; in girls' schools it is a shade or two easier.

Standard I.—Put down, *below each* other, figures like this, 9, 13, 10, 5, 20. To *this* standard, individually, as much explanation as may be needed.

Standard II.—Addition such as this:—

234
56
780
809
2,034
———

Subtraction such as this :—

3,406
458

Standard III.—Addition :—

3,405
67,089
5,678
29,870
304,567

Divide the *answer* by 11, 9, or 7.

Multiply 6,789 by 507.

Standard IV.—Addition :—

£	s.	d.
87,065	14	$7\frac{3}{4}$
405,678	19	$11\frac{1}{2}$
780,987	16	$5\frac{3}{4}$
56,709	18	$9\frac{1}{2}$

Divide the answer by 47, 59, &c. (not exceeding 97).

Multiply 678*l.* 17*s.* $11\frac{3}{4}$*d.* by 57, &c. (not exceeding 97, and *not* such as can be resolved into exact factors).

Standard V.—Same as Standard IV. in form, in avoirdupois or troy weight, time, linear or square measure, avoiding as much as possible all fractional multipliers or divisors in the two latter.

Sometimes Standard V. takes the *same* addition sum with Standard IV., and has a separate multiplication or division.

Standard VI.—One or two sums in weights and measures with Standard V., and one or two practice sums by themselves, the latter generally (for boys) like this :—

56 tons 14 cwt. 2 qrs. 11 lbs. at 7*l.* 16*s.* 8*d.* per ton.

Fractions to be omitted.

My general rule is—"*Pass*, if notation is right, one sum "quite right, and the others free from serious error of "principle ; *or*, if notation is nearly right and all the work-"ing faultless." But I grow stricter as to notation, the higher the standard. Every sum is minutely looked over, and every error marked.

I do not think that there is anything here which should startle a careful and intelligent teacher.

I will now make a few suggestions as to the standards themselves.

I am satisfied with the arithmetic, so far as it goes, with this exception, that the work of Standard VI. is really

Arithmetic of Standard VI.

easier than that of Standard V. I have known a boy placed in Standard VI. in order to escape from the perils of weights and measures. From Standard IV. to Standard VI. is nothing like two years' work to an intelligent first-class boy.

Writing of Standard II.

It would be better if Standard II. wrote easy words from dictation.

Dictation.

I do not see the advantage of keeping to their own reading books for dictation. If I were free to choose where I pleased, I could far more easily keep the standard of difficulty uniform for every school.

Standard VI. should write from memory, or try some simple composition.

Reading.

It is not easy, but it is very desirable, to define more precisely the reading books admissible for each standard. Some teachers use for Standards III. and IV. the same books which others adopt for II. and III.

Poetry.

I should like to be able to say with authority, what I have often said without it, that there *must* be for Standard V. a proper selection of poetry. I am continually offered the Irish Fourth Book, which contains hardly one suitable passage.

Standard VII.

I hope in the end there may be a Standard VII. Even if honorary only, it would be of great service; and if its examination included higher arithmetic, composition, and geography or history, it would remove some of the present discouragements of higher teaching. If paid like other standards, it would restore the tone of many schools, and would certainly in my district be a very slight burden to the public purse.

I now turn, with some sense of relief, to matters less technical. I am happily spared the duty, because I have not the power, of giving any opinion as to the general progress of the district, or the actual effect of the Revised Code. Knowing nothing of what it was before, I cannot compare the present with the past. I will briefly state what I think of the actual work as I find it; not attempting at present to classify schools, or to pass any decided judgment on the work of the last two years.

Actual state of district.

1. The district contains a large number of fair schools, few bad, but also few that I should call decidedly good. I had more bad schools in the north, but I had a larger proportion of good, and (speaking now of *boys'* schools) there are very few indeed which I should rank with the best of those I left.

2. This last remark applies far more strongly to town schools than to those in the country. The boys' schools in Maidstone, Margate, and Ramsgate are very fair; in all the other towns, as a class, feeble. I must except Woolwich National school, which is fair, and the East Branch Greycoat school at Greenwich, which I am inclined to place at the very top of my list.*

3. Girls' schools are more numerous, and on the whole much better than in the north. A remarkable, but not unaccountable, exception is in Margate and Ramsgate. Lodging-houses in "the season" drain away the supplies of upper classes, and destroy regularity of attendance.

4. Reading is not so much better as I expected to find it. With great superiority of tone and accent, there is great lack of expression and a general tameness which now and then makes me long for a racy Northumbrian *burr*.

5. Writing is better, spelling much the same, arithmetic very much inferior.

6. I now drop all comparisons. The teaching generally seems careful and exact, but I certainly find far more than I like of the traces of "cram." I do not blame the teachers, it is a necessity to a certain extent, and a temptation beyond that point. But it is worth the while of any high-toned teacher to consider how far it is really unavoidable. By "cramming" I understand unwholesome overfeeding of the mind with particular food for a limited time, gorging the memory for a special purpose with more than it can thoroughly digest. If the work of preparation is fairly spread over the year, it cannot be called cramming, because what is required from each standard is an easy year's work. The unhealthiness lies in the undue pressure for the weeks immediately preceding the examination, as well as in the undue preponderance of certain subjects over others. It betrays itself by various signs, by the unduly marked difference between examinations just after holidays and examinations after a week or two of special preparation; by the disappearance of non-paying subjects for some weeks preceding the date of inspection; by over-anxiety on the part of the children during the examination; by want of intelligence and common sense, if any little detail is different from what they expected. In all these ways it becomes evident that a good deal of what is produced is not healthy natural growth, but has been unduly *forced* to an artificial, sometimes a premature, often an unsound development.

Cramming.

* This school being endowed had no claim for grants, and was not examined by standards.

Children who have failed.

7. I revert for a moment to technicalities in order to touch on one very important point. The unsoundest work a teacher is tempted to do is to try to bring a child who has failed in one standard up to the standard next above it for the following year. Take, for example, the case of three or four children who have failed in arithmetic in Standard II. What is to be done with them? To teach them properly with those who are preparing for Standard III. is impossible, to keep them at their proper level is to sacrifice next year's grant. My constant advice is, make the sacrifice; it will probably pay best in the long run, but, whether it does or not, it is the only honest course towards the child. You are bound to teach that child as is best for itself; you have no right to sacrifice its interests to the pecuniary exigencies of the school. Still the temptation is great. A two-thirds grant may, perhaps, be gained by keeping the child in a class it is not fit for. Can that temptation be removed, or at least diminished, without touching the principles of the Code?

I think it might, at no heavier cost than a little additional trouble to inspectors and to the Council Office. Every child who fails in two subjects should be admissible (I am almost inclined to say, should always be presented) next year in the same standard; but a separate list should be made of these, and they should only earn a reduced grant. The inspector's assistant has generally, I suppose,—Mr. Emmerson certainly has,—time enough at command to make out these lists without interfering with other work.

Religious teaching.

8. The tendency towards unintelligent "cram" affects the religious teaching. In most schools a fair amount of Bible knowledge has been imparted. But the schools are few and far between in which I feel that it has been taught and received in a religious and practical spirit. I hope not to be misunderstood. I am not speaking of the personal influence, still less of the personal character, of the teachers. Often, I believe, they are anxious to train their children as well as to teach them. But, I repeat, it is but seldom that the Scripture examination brings out, either in my hands or in their own, any clear perception in the children of the practical value of what they have been taught. I am well aware that it is not always easy to bring it out, nor quite wise to aim at it too directly in examination. But it ought always to appear, and that without effort and naturally, that in learning the story of Joseph, or the history of King Saul, they know why these are more important to them than the life of Alfred or the

history of Napoleon; that in preparing to answer questions on parables, they know why it concerns them, who know nothing of other ancient sages, to attend to the words of Jesus of Nazareth. I confess to having often had, both here and in the north, the uncomfortable misgiving that the Scripture lesson has been valued at its market price, as the means of staving off a "deduction" from the grant.

Evils of changes of system.

With this I conclude. I have endeavoured to steer clear of all points of controversy, because I have a strong feeling that the present duty of every true educationist is, not indeed to change or even modify his views, but honestly to work the system as it stands till sufficient experience has been gained to guide to future legislation. Nothing has stood, nothing now stands, more in the way of progress than the want of confidence engendered by frequent changes.

I have the honour to be, &c.

G. R. MONCREIFF.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. C. J. ROBINSON, M.A., *on the* CHURCH SCHOOLS *inspected by him in the Counties of* BUCKINGHAM *and* HERTFORD.

MY LORDS, 1865.

THE first object of the report, which I have now the honour to present to your Lordships, will be to exhibit as clearly as possible the changes which have taken place in the educational condition of the two counties of Bucking- and Hertford during the two years which have elapsed since the date of my last report.

In the course of the years 1863–4, and 1864–5, it has been my duty to visit twice the schools in this district, which are in receipt of annual grants towards maintenance from the parliamentary fund.

The whole district at the time of my last inspection employed 191 certified teachers, three assistant teachers, and 78 pupil-teachers actually apprenticed.

There were :—

IN BUCKS.	IN HERTS.
31 Masters.	37 Masters.
42 Mistresses.	81 Mistresses.

Eleven thousand and four children on the average were provided with education under these teachers, giving an attendance of 3,870 in Bucks, and of 7,134 in Herts.

My report of the year 1863 showed that 63 certificated teachers were at work in Bucks, and 105 in Herts, making the present increase to be 10 in the former county, and 13 in the latter.

It will, however, be understood that this does not represent an actual addition of 23 new schools, but signifies, in the case of one-third of them, the subdivision of existing schools, and the formation of separate infant departments. In regard to the remainder, it will be considered that the annual grant list will be reduced by this number of schools, if not by more, as soon as the action of the last minute on endowments is clearly ascertained by the managers ; thus we conclude that though there is an apparent increase of schools receiving public aid, yet, when those endowed schools are withdrawn, the present number of schools, as compared with the list of 1863, remains with little alteration, while the average attendance of the children at the increased number of schools stands at an increase of 100 only in the whole district.

A much greater variation occurs in the comparative number of pupil-teachers actually apprenticed, which stands as follows :—

	Bucks.		Herts.	
	Males.	Females.	Males.	Females.
1863	13	36	33	74
1865	1	22	10	45

Out of this number 46 are engaged under the terms of the Old Code, and 32 under the revised Regulations. The actual decrease is from 156 to 78.

The following schools have ceased to employ certificated teachers, and are withdrawn from inspection : Bierton, Marsworth, Penn Street, Walton, and Hunsdon. The parochial school of St. Andrew's, Hertford, which was giving a useful education to upwards of sixty children, is closed, and the building has been demolished, because the site of the room, which a former incumbent had liberally devoted to the purpose, is now required. The children are dispersed amongst the other schools of the town, and the parish has no school of its own.

At the time of my last report, 51 of the schools, which had been aided by building grants in this district, yet remained under inferior and unqualified teachers. I am happy to notice that seven out of this number have engaged certificated teachers, and are now placed on a better footing. These are :—

In Bucks.	In Herts.
Chesham, Boys'.	Chipperfield.
Langley Marish.	Stevenage, Infants'.
Oving.	Ware, N.S.
Risbro' Prince's.	

The schools of this district had been working up to the time of my last report under the Minutes of Council in operation before the promulgation of the Revised Code. The old system, as it is commonly called, was yet in force throughout the schools, which stood in a state of expectancy, as about to enter upon an untried course and to undertake the new conditions, on which your Lordships' grants were henceforth to be administered.

Immediately afterwards the new Regulations succeeded, merging all the old grants into one capitation grant, of which one-third is given on the general condition of schools

according to the average attendance, and two-thirds on the examination of individual children in the elementary subjects of reading, writing, and arithmetic. Henceforth new arrangements as to salaries had to be entered into, and generally the machinery of the schools adjusted to the requirements, and, more especially, to the anticipated revenues in time to come. The two years just now closed have been occupied in observing the progress and effect of the system, to which schools had been for three years previously looking forward, but which they have only now experienced for the first time. Two examinations have passed, and two payments have been made under the Revised Code.

School managers are at length able to calculate with fair precision the amount of assistance they may ordinarily count upon from the Government grant. A feeling of relief from uncertainty is beginning to show its beneficial effect upon education, and the former suspense, so paralyzing to action, is changing into a conviction that the pecuniary results of the new system are sufficiently established to guide the course of future expenditure. Until this could be gathered from actual experience the management of schools has not been decisively resettled, nor the income apportioned to the purposes of outlay it is sufficient to meet.

Nearly all the schools have received less, some much less, from the annual grant of the Revised Code than they were accustomed to receive under the old, and the whole expenditure in them has been, for the most part, reduced by the amount of loss they have in this way sustained, nor does it appear likely that this deficiency can be in any material degree made good by increased voluntary effort, for the local resources have been, in most cases, already tried to the uttermost, and little more can be expected from the payments of the children. The first consideration, it must be confessed, has been not so much to provide the school with all essentials in building, apparatus, and teaching power, but, as prudence dictated, how best to keep the expenses below the sum of receipts, that is to say, where to curtail with least detriment; but curtailment in most cases has taken place, because increased income has failed to pour in.

Re-arrangements, however gradual and judicious, cannot fail to disturb, and at least for a time to retard, the progress of schools. Through such a crisis the education of this district has passed. Wrought upon by these influences, and adapting itself to the revised Regulations, it has reached the point which it is my duty to record on the present occasion.

Inspection and examination.

Before stating the general conclusions which I have been able to form regarding the state of the inspected schools, I should premise that the data from which an opinion must be formed are now fewer and less reliable. It is now an inspector's duty to inspect and ascertain the discipline, organization, teaching power, and religious knowledge, with every other particular concerning the school, *in addition to* the formal examination and marking of the children in the three elementary subjects. Both inspection and examination have to be completed in one day, scarcely any school in this district being large enough to require a second day; and not uncommonly two separate schools are to be visited in the same day. With few exceptions all the time that remains, after the state of the religious knowledge has been ascertained, is occupied by the examination in the Standards, during which no full and true estimate can be made, either of the organization, discipline, or teaching, all points of prime importance, because the school is then thrown out of its usual course, and the order is modified and disturbed by an unwonted routine. In fact during the process of the standard examination the school is not in a state to be inspected, and after the examination, even if time permitted, it would be unfair to pass judgment on an inspection which found both children and teachers worn out and discomposed by the ordeal which has just been concluded. The only other opportunity occurs during the religious examination, which from its nature and circumstances can give but a faint, and may give an erroneous, view of the whole discipline and procedure of the school. The facilities, then, and opportunities which have heretofore existed to enable an inspector to learn the real condition of a school in all its branches no longer remain, and he is obliged to form an opinion on much narrower ground than he could have done when the most of his time was not taken up in thrice deciding whether separate payment should, or should not, be made for individual children. It should also be said that the strictly elementary subjects themselves are not now more surely ascertained than before. If the foremost thought in an examiner's mind must be, whether M or N should pass or not, he knows less by that examination of the child's actual progress than when he tested and recorded the quality and full extent of his individual performances, without reference to, or in remote connexion with, a minimum. The examiner is oppressed by an anxiety to accord the grant only where it is fairly earned; the question he answers in his mind is, does this child fall below the pre-

scribed point? Not, how good is his performance? So that whatever is gathered respecting the progress of the school in these subjects is by the way and with less precision. It can be known only up to a certain point. The means, therefore, of forming a sound judgment on the whole matter are less open, and the verdict which an inspector can accord must, of course, be given with much greater hesitation.

General view.

The general state of education then in this district during the past year cannot be described by any other term than retrogression. The quality as well as the amount of education is, on the whole, lowered. Education is here used in its wide sense, covering the tone, behaviour, discipline, religious and secular knowledge of the scholars. Schools do not exhibit these attainments as much, or as good, as they were four years ago. The secular knowledge itself is not so good. The scholars may be as accurate in the general run, but not more so than they were, while they do not acquire as much. A boy is kept down to the line which he might and would have passed and left behind with no loss of thoroughness. A mistaken, though prevalent idea, gathered from hearsay or read in the public prints, and passed on from school to school, that the standard has been lowered, that less will be expected, that what was achieved four or five years ago will not now be looked for, though in no way countenanced by the recent regulations, appears to have entered into and regulated the work of education of late. It is not meant that the higher subjects of instruction, such as geography and the like, are now postponed to the more elementary, because the former never obtained in the schools which came under my observation that preponderance which has been unduly charged upon them; but that the reading, writing, and arithmetic are, on the whole, less forward, are falling off in intelligence, in power to exercise the thoughts and draw out the mind, while the discipline loses in the competition with the urgent necessities of the examination schedule.

So great and direct is the pecuniary inducement to ensure the success of these branches of instruction, that the religious and moral aspect of the school is apt to assume a secondary importance. So dependent upon this subsidy is the very life of the school that the lessons themselves tend to become dry and mechanical, tiresome to the learners, and, as they call for little mental effort and preparation, injurious to the teachers. Precious time in the short school life of a child seems to run to waste, for he may be drilled in the same thing too often in a given time; a subject may continue to

be taught so long after it has been acquired, that it is less well known at the end of the twelvemonth than it would have been four or five months before. The scholar will not improve in it, but even go back out of very weariness, or if he remain at the same point without receding, so much good opportunity is lost. The fear of not passing in reading, writing, and arithmetic comes to rule the work of the school. This tangible, prominent result lies on the surface, and becomes the pole star of a teacher's exertion, the losses in which are palpably seen on the day of examination, and come home to the commonest intelligence, one by one, as so many notes of failure.

These are the general tendencies. Of course the very good schools remain very good, for excellent management is armed at all points, but they are the smallest number. The other schools range downwards; good, and on both sides of a fair state of efficiency, more or less. All these schools, I believe, below the very good ones, may be included in the foregoing remarks. The details will now be presented in a more specific form under the two heads of (*a*) schools and (*b*) scholars.

I. As to the schools.—I venture to think that the material buildings demand more attention than they are receiving. Renovation, both of the outside and the inside, is frequently delayed too long, and things become worse daily —harder to remedy, and more difficult to supply. Some schools, which have been erected many years, have arrived at that stage when they should be completely overhauled, and cured of some glaring original defects. The fittings and furniture are in many instances suffered to remain, when they have clearly done a sufficient work in their present shape; clumsy, ill-shaped, battered desks are kept in use for want of better; rickety forms, not seldom planned for an older set of children, with longer legs than now frequent our schools, do duty, when no great amount of mending and re-adjusting would render them at least tolerably efficient. The schoolroom is sometimes converted into a kind of store for superannuated organs, chandeliers, and other ecclesiastical furniture, now released from the duties they once fulfilled in the unrestored church, or encumbered with antiquated and unwieldy tables, which a bygone generation dignified by the name of desks. It is well worth considering what a depressing effect ill-cared for buildings and defective internal appointments, which go on year after year with no seeming hope of amendment, exercise upon teachers and taught, whose lives are passing in continuous

Buildings.

contact with them, while on the other hand, clean, wholesome, well-arranged, cheerful buildings with good furniture and apparatus, those dumb instruments which help the living teacher to give life to his work, are calculated to act in a most salutary manner upon the prosperity of a school.

New buildings.

The erection of new buildings has been slower than usual, though the character and plan of those which have been lately completed, especially as regards shape, lighting, and ventilation, are much improved.

In Bucks a new schoolroom has been built at the small village of Broughton, and a new infant schoolroom in a convenient situation at Slough.

In Herts a most excellent room has been added to the building at Albury; a good room, with class-room, has been finished at Harpenden; a new room is in progress at High Cross. Expensive school-buildings have been erected at North Church, and a boys' school, with master's house, has been completed at Hockerill, which is most excellent in arrangements and appointments, and will serve, I hope, for a model in the neighbourhood.

Teachers.

The trained and certificated teachers throughout this district continue to earn general approbation by their devotedness, industry, and good conduct, and this in spite of difficulties on every side. They are not a faultless class, but have their weaknesses like any other men and women; their failings—for generally they are nothing more—may easily be discovered, and may also, at no great cost of effort, be corrected under the judicious advice, example, and influence of those above them.

They do not always obtain that sympathy which our nature craves, and acknowledges by increased exertion. It is not easy, even for the most devoted in any calling, to work on unweariedly without flagging energy and abated zeal, when no one is at hand to bestow a word of commendation and encouragement, or even to appreciate in silence the labours of day after day, and least of all in the career of a teacher, who may be isolated, and well nigh unknown in some backward village, or some long neglected parish; and yet it is gratifying to find how much earnest and thorough work in educating the poor is being done even in out-of-the-way places, without notice, without praise, with scarcely a good word to back it up, which will be fruitful hereafter, when even the name of the worker shall have been forgotten.

Changes of teachers.

During the last two years no less than 61 changes of teachers have taken place; this is a large proportion in a

total number of 191 teachers employed in the district. They have usually arisen from the resettlement of salaries rendered necessary by the action of the Revised Code. The reductions in school expenditure have mainly taken two directions; (1) in the salaries of masters and mistresses, and (2) in the employment of assistance in teaching. Under the second head, pupil-teachers have served their time, or have been dismissed, but have personally sustained no loss in their stipends, but under the first head, the masters or mistresses who could not be dispensed with, have themselves suffered a diminution of their incomes, which has fallen most severely upon married men with families dependent on them. The necessity for a cheaper teacher has brought about the majority of these changes. It is a matter of regret that the salaries appear to be falling in the neighbourhood, implying, as it does, the withdrawal of experienced and skilled teachers to other quarters, where payment for their services is higher, and marking a deterioration in the qualifications of those who are employed to take charge of the schools. Salaries.

Pupil-teachers have decreased by exactly one-half, and the number of those which remain is kept up by the apprentices, who are serving out their indentures under the Old Code, but whose places are not likely to be filled. Pupil-teachers.

The majority of schools in this district fall below an attendance of 90, which requires the employment of an apprentice. I believe the disuse of pupil-teachers to be the main cause of decline in many schools which have hitherto been most efficient. The system of apprenticing boys and girls is confessedly the most useful part, as it is the pivot, of the educational machinery, both as regards the actual carrying on of schools and the supply of masters and mistresses. I do not know what may be the case in districts not so purely agricultural as this, but even if a sufficient number of pupil-teachers from other quarters offer themselves for training, the want of teachers, who have been reared and apprenticed in country places, and who, after training, turn out most fit for schools situated in rural populations, cannot fail to be keenly felt by those backward parishes, to which your Lordships' assistance needs yet to be more widely extended in agricultural counties.

Those pupil-teachers, who have been accustomed to large schools in towns, and have lived all their lives amidst all the associations of towns, after training is over, do not long rest in the unwonted scenes which the country presents to them, but seek employment in schools like those in

which they were themselves brought up, or if at first they undertake the charge of rural schools, they are found to be least adapted to deal with country children and country parents; they begin by not understanding what they have not before met with, and succeed, if at all, after much failure.

The disuse of pupil-teachers has another effect which cannot be passed by. The good did not all flow from the master or mistreess to the apprentice, but it was reciprocal; it was good for the teachers to have the care of pupil-teachers, it gave them an aim and object besides and above the children; it made a link midway between them and the little ones. A teacher saw, or tried to see—and often succeeded—himself reproduced in the apprentice; it gave him occupation, and a high interest out of school; it has often kept from pursuits, society, and invitations which would have been snares in his path, and such advantages in the case of schoolmistresses, who may be obliged to live alone, are sufficiently obvious.

Classification and organization.

The classification and organization of schools demands particular mention; the former is now constantly confused and not adapted to the teaching staff. The prevailing fault is subdivision; there are more classes than can possibly be separately treated, in other words, the classes are too small, consisting of three or four children. I have met with five classes in a school of 36 children. If faulty classification is pointed out the ready response is made that the choice lies between two things, either to observe "the supplementary rules," and especially "Rule ix.," or to classify the school without reference to the standards of examination. It is usual to find the first course taken. In small schools, where children are presented in all or nearly all the Standards, the classification for purposes of teaching certainly becomes very difficult.

The organization in many schools has undergone the change which naturally follows on the withdrawal of pupil-teachers, instead of whom boys or girls, for the most part very inefficient teachers, are substituted; classes are committed to the care of mere children, whose age and attainments are scarcely ahead of the scholars they are presumed to teach, or, in cases, no helpers at all are forthcoming, except unpaid monitors taken by turns out of their classes, who serve to subdue the noisy little ones, if they do not themselves contribute too much noise. In this way all the teaching suffers, but in the foremost place the religious teaching, which no right-minded master or mistress can delegate to children, or to any helper, who might run

the risk of inducing in his class a want of reverence for holy things. To the lack of efficient teaching power the lowered standard of religious instruction must in great part be traced.

Order.

II. As to the scholars.—The tone and order take the foremost place in estimating the quality of a school, for in whatever degree these essentials are deficient, the attainments will suffer correspondingly. So much depends upon the personal qualities of the teacher, both natural and acquired, that great differences must appear amongst the children, who catch their tone, learn their manners, and acquire habits of obedience and order from the one who is set over them. An increasing carefulness and ability to create a wholesome tone throughout the school, and to establish a willingly accorded discipline is amongst the most improving features of the training system, but as far as I can judge, and I feel that the ground is less sure, it has become one of the greatest trials of a teacher's experience, that he is not able to achieve such results of discipline as he aims at, or to put his own impress upon the individual characters of the children, because of the diminished efficiency of the teaching staff at his command, or because he is left single-handed to be overwhelmed by numbers.

Religious knowledge.

An anxious supervision of the religious instruction, and, where circumstances permit, the constant personal teaching of scriptural truth by the parochial clergy, marks the present time even more than usual. On the whole the efficiency and prominence of the religious training of the upper classes is maintained, but in numerous instances has diminished in the lower part of the schools. Defects of this nature are accounted for, or justified, on the score that all the time is required to bring the first and second standards up to the mark in secular knowledge, or that young and inexperienced monitors cannot be placed over the upper classes whilst the master or mistress is employed with the younger children.

Misapprehensions have likewise arisen as to the regulations of the New Code. I quote a passage from a letter addressed to me by a clergyman and manager, after it had been my duty to point out where improvement was needed; he says:—

"It gives me much pleasure to think that more school-time may be devoted to religious subjects, for I was under the idea that such time had almost to be stolen from the secular work, and did not meet with the approbation of the council."

It does not seem needless to say that the religious knowledge maintains the place, the foremost place, it has ever had in your Lordships' requirements.

Reading, writing, and arithmetic.

The three strictly elementary subjects adapt themselves to the requirements of the pass examination. Reading has become rapid, but less intelligent and spirited; fluency is cultivated, while articulation and expression are less well considered. The reading of the four upper Standards is often rendered in perfect monotone, and this habit has been acquired less, I believe, from want of careful teaching than from the continuous repetition of the same lessons out of the same book for the whole year. A variety and constant interchange of books has been found to be undeniably one of the surest conditions of good reading, as well as the means of exercising and instructing the mind; but it is not often that teachers now venture to travel beyond the limits of the single volume in which the scholar is to be examined. It is to be regretted that reading-books are issued with the professed object of providing the least possible quantity of the easiest sort. This is intimated in a preface which I quote from a recently published 24 mo. volume:—

> "Although it contains but 64 pages, it comprises all that is necessary to enable the pupils to acquire the knowledge demanded by their Lordships' minutes; it need scarcely be said that any matter which is not absolutely required should for obvious reasons be omitted. To pupils so young * * * a severe simplicity, both of plan and execution, is of great importance to their speedy progress."

Writing.

Writing maintains its position better than the other two subjects, and the proficiency acquired in it, as a mechanical art, is proof of the attention it receives. I think the schoolmistresses in my district are endeavouring in a praiseworthy manner to improve the writing of the girls, and to correct the vulgar mistake which attributes the greatest excellence to the most angular formation of the letters.

Dictation, as a branch of writing, keeps pace with the art itself, and, where skilfully taught, distances all other modes of teaching to spell. It sometimes strikes me that an over-anxiety about dictation in the upper Standards causes the penmanship to be lost sight of, as if rightly spelt words could compensate for badly written sentences.

Arithmetic.

Arithmetic is not making the progress which I last reported. It is not on the whole less soundly taught, but it is not so much advanced, and is confined within a narrow groove, not exercising the minds of the learners to

the same good effect. As in the case of reading, the children traverse daily the same track as it is laid down for them in the Standard, and practice just the very kind of sums they will have to work on the day of examination, and know little, if anything, that lies beyond that limit. Quick children, and marked quickness shows itself most commonly in this subject, are held back, and all fail to be benefited by variety.

Passes on examination.

The total number of passes in these three subjects show that the most numerous casualties occur in arithmetic, while the passes in writing are just below those in reading. I have not entered into a review of the number of passes compared with the failures, because it appears to me to convey a partial and incorrect conclusion, both as to the success of teaching in the individual schools, and as to the general state of instruction in these subjects. The examination finds the schools in very various circumstances, by which the results are largely influenced. The difficulty of judging them by a common measure will be apparent from the following considerations:—

(1.) The advance of a school varies according to the length of time it has been established; a school that has been open a year in a neglected place bears no comparison with a more favoured school of 10 years' standing.

(2.) The locality in which schools are found creates many differences; some are in towns where children are sharpened, if not educated, hourly by everything around and outside the school; others are in dull out-of-the-way parishes buried in the country. The raw material, on which the teaching is to take effect, differs as much as the neighbourhood.

(3.) In one place the children attend well, in another badly. The examination schedule may show 400 attendances, or barely 200 for almost all of them; in fact, some children attend twice as long during the year as do the others.

(4.) It frequently happens that the scholars make the requisite number of 200 attendances at the beginning of the school year, and are absent all the rest of the time till close upon the inspection. To give an actual instance: a scholar, J. B, was presented to me in October; he had just come back to school after being out at work since March in the brickfields helping his father; he was now 12 years old, but had been accustomed to work all the summer since he was six; he then earned about 3*s.* per week, but now 6*s.* It need scarcely be added, that he did not pass in any

subject after his mind had lain fallow six months, but he would most likely have reached the standard if he had been examined just before he returned to his summer work. This case is, of course, extremely marked, but others of this nature form the rule in country districts.

(5.) The examination itself is passed with varying degrees of ease, and difficulty. In some schools the children reach the minimum, and outstrip it with great facility and promptness. They know enough and much more; in others the minimum appears to be slowly and laboriously attained; they know just enough, but nothing to spare. The attainments in the one case are far better than in the other.

(6.) Where children have passed through efficient infant schools, they have earlier and better opportunities and universally pass better than those who have had no such preparation. Country places, where infant schools are impossible, are therefore placed at a disadvantage in the examination.

(7.) As it is permissible to leave out of the examination schedule all those who, from dulness or any other cause, are not expected to pass, though they have attended sufficiently, it is manifest that, where this is done, the number of passes affords no safe criterion of the teacher's work. It would be a recommendation on which managers could not rely if they engaged a master on the score of his apparent success in the examination schedule, for the names of all who could not pass—and they might be many—would never appear on the list.

Evening schools.

Evening schools appear to be on the increase, and managers are glad to avail themselves of the facilities afforded for the examination of the scholars in the recent regulations embodied in Articles 142–9 of the Code, but the other pressing duties of my district have prevented my visits to them.

Unassisted schools.

The following table shows the comparative number of parishes which have not yet qualified themselves to receive annual aid:—

——	Bucks.	Herts.
Parishes employing certificated teachers - -	53	75
Parishes employing uncertificated teachers - about	136	74
Parishes which have no schools of their own - about	30	8
Total of parishes - - -	219	157

Many of the parishes, especially in Bucks, scarcely contain 100 people; all but two or three of the parishes without schools are so small in area and population as not to require separate establishments, and are within easy reach of neighbouring schools.

Thus it appears that in Bucks more than two-thirds of the parishes, and in Herts about half of the parishes, for some reason or other, do not share in the parliamentary grant. These schools may be divided into four classes, comprising—

(i.) Those whose managers are unwilling to receive aid from the State. They are not many in number, and are commonly supported by one proprietor at his sole charge.

(ii.) Those which are wholly endowed, and so excluded from the grant. Some of these are taught by certificated teachers, and are now removed from inspection; some, I have reason to know, are in a condition which loudly calls for amendment.

(iii.) Those whose managers are not aware of the advantages offered, or think them beyond their reach.

Where a neighbourhood has been without a school working under the Minutes of Council, that is to say, where the system has not been practically demonstrated before the eyes of men, a great deal of uncertainty and misdoubt has existed, and the requirements have been magnified into dimensions which they never assumed. The schools have gone on year after year, not unwilling to receive assistance, but uninformed as to the details of a measure which seemed, only because untried, unadapted to their case. These schools constitute the largest number. The difficulty would in many instances be removed if the employment of a *master* for a village school were considered less essential. Funds are not likely to be forthcoming in such places to pay a properly qualified *master*, but the school income which provides for an inferior master might secure the services of a good *schoolmistress*, and in mixed rural schools, where the boys leave for work at an unusually early age, a certificated mistress, who has had good training, is to be preferred to a master. No inferior mistress, however, will succeed.

(iv.) Those which are looking forward at no distant time to fulfil the conditions and claim assistance. It is often expedient, as well as merciful, to defer the removal of a tried, though unskilled, servant. It is not always possible without delay to raise a building for the reception of a school, which occupies for a time an old barn, or malt-kiln,

or tumbledown cottage. A few such cases are found where the managers are waiting for a fitting opportunity.

Their condition.

It is generally admitted that the condition of the unassisted schools falls considerably below that of the schools which are receiving aid. I have visited a large number of them, and cannot call to mind more than one or two cases, which I should have been justified in recommending for a grant. The question arises, are there any of these schools shut out from the grant, if they took measures to claim it?

The answer shall first be given by way of example.

The following parishes, as poor, as small, as unfavourably placed as nearly all those which have any schools at all, do already participate in the full benefits of parliamentary aid :—

Bucks.

Name.	Population.	Average Attendance.	Clergyman's Income.
			£
Akely - - -	366	37	255
Broughton - -	155	29	97
Westbury - -	379	41	106
Oving - - -	436	34	350
Seer Green - -	334	37	100
Kingsey - - -	237	33	245

Herts.

Bayford - - -	297	52	100
Braintfield - -	191	26	267
Kelshall - - -	318	68	350
Flaunden - -	244	26	108
Wormley - -	572	51	235

My own experience of the unassisted schools decidedly negatives the assertion that the rural parishes are too poor to supply better education for the labouring class, or to qualify themseves for the Government grant. Money enough is even now raised in most parishes, and it is too commonly expended in teaching which is of little value.

Out of the 376 parishes in the district 216 have a population below 600, and few among those that require separate schools, wherever a decent school-room with sufficient books and apparatus is provided, might not now be enjoying the benefits shared by only 128 parishes. No need exists to lower the standard to bring these advantages within the reach of all, if the duties of property were universally recognized.

Important parishes are still without qualified teachers in their schools, such as Amersham, with a population of 3,550; Burnham, population 2,233; Olney, population 2,347; West Wycombe, population 2,161, in Bucks; and Baldock, population 2,245; Bushey, population 3,159; Standon, population 2,245, in Herts.

The town of St. Albans contains a population of 10,140, including the parishes of the Abbey, St. Peter's, and St. Michael's. The number of children at school is given at 789, which is most probably above the mark, of whom only about 300 are in the three schools conducted by certificated mistresses. Two out of these three are infant schools, one of which is about to fall back from its present efficiency. There remain five separate Church schools with upwards of 400 children under the charge of teachers who possess no public guarantee of fitness for their office. The proportion of children at school is very low, and many obstacles, peculiar to the place, prevent their attendance and shorten their school life. The ordinary indifference of ignorant, thoughtless, or vicious parents to the education of their children is exemplified in a case which came before the magistrates in 1864, when a boy, named Edward Giddings, eight years old, gave evidence that he was kept from school to thread his mother's needles for the hat sewing in which she was engaged.

In the neighbouring parish of Rickmansworth, where the attendance at school is small, a straw factory for making the bottle envelopes, now commonly used in the wine and beer trade, has been lately established, where children of all ages are employed.

Obstacles to education.

The difficulties which stand in the way of the further multiplication of good schools for the poor in this district require further notice. They are indeed generally encountered where agriculture affords employment to the bulk of the labouring poor. The spread of education has to struggle against the proverbial backwardness of remote country parishes, the contentedness with things as they are, which does not easily give way to innovation, even of the most obviously useful kind; an ill defined fear on the part of employers that the school will in some way increase the price of labour; the delays caused by parochial improvements, which come first in order; the want of liberality, which happily becomes less characteristic yearly; the practical inability of burdened property, which sometimes involves a whole parish; the non-recognition of the duties of ownership by trustees or corporate bodies. Such obstacles

Special difficulties.

often prove fatal to any amendment involving outlay, where the clergyman cannot further tax his own resources. But besides the ordinary hindrances there is one which stands out prominently, excelling the rest in intensity, spreading over almost two-thirds of the parishes in the two counties, and thwarting the efforts of the most willing promoters. That paramount difficulty is *straw plaiting*, the employment of children from the earliest age in one branch or other of the manufacture of straw into hats and bonnets. A practical solution of this question has been anxiously sought for, and it is now entered upon with a view to collect the facts and restate the thoughts which have struck various minds upon the subject, and scarcely with a hope that a satisfactory conclusion as to the best mode of facing the difficulty will be reached. Having lived for the last ten years in a straw plaiting district, as parochial clergyman, diocesan inspector of schools, and as Her Majesty's inspector, I may add the results of my own experience to the information which has been most kindly supplied to me in many quarters, and especially by the clergy of the district.

Straw plaiting.

The central emporium of the straw plaiting trade is established at the towns of Luton and Dunstable, both of which are situated on the confines of Herts and Bucks. If from this centre a circle be drawn at a distance of 25 miles, as the crow flies, it will enclose the district in which the manufacture prevails; within this radius almost two-thirds of Bucks and about as much of Herts will be included. The trade ceases at a shorter distance from the centres, where the means of communication are less developed, but as the facilities of access increase, it is spreading into tracts before untouched.

The course of trade, as it affects young children, may be thus described. The straws are cut and prepared by dealers who sell or let them out to the cottagers, and re-buy the plaited straws, or pay for the plaiting when it is finished; the occupation is carried on in their houses by all classes below the better tradesmen. The sewing together of the plait is confined to the larger towns, where it is carried on in large factories; girls do not begin this part of the manufacture till their school life is well passed, but children of both sexes commence to plait the straws even as early as four years of age,, for the flexibility and tenderness of their fingers is best preserved by beginning early. The term *straw plaiting* includes also the plaiting of Brazilian grass, which is woven together by manual labour into a coarser

kind of hat, much used for exportation. The villagers find in this a considerable source of income; a child soon begins to earn something after it has learned the art, and a good worker of 12 years old may earn 6*s.* per week when the price is high, but the earnings vary much, as does the market price. Both boys and girls are set to the work, which the former leave as soon as they obtain other employment, and resort to the plaiting when out of place. The parents receive payment for the plaiting executed by their children, and prescribe the amount to be completed each day. The work is sometimes done at home, but more usually in so-called plaiting schools, which are nearly always mere workshops, in which the children are kept to their task by an overlooker. These schools are held almost entirely in the living rooms of cottages, which are "low, small, and close, "where the atmosphere in winter becomes intolerable, fetid, "and unwholesome." The persons who keep them are labourers' wives, and though often respectable, are chosen not for their moral qualities but because they are reputed strict in enforcing industry, and "in many instances are "women of bad character, who, being unable to obtain any "respectable employment, try to make a living in this "way." The schools are sometimes superintended by men who occupy themselves in some other business whilst the children are kept at work by fear of the stick which lies upon the bench. The children usually are at work in these schools seven hours a day or longer, besides what they may do at home, and if they fail to complete the proper length of plait, or the market day is near, they are not allowed to go to bed until it is finished. These schools, or workshops, seldom profess to teach anything besides "a little reading," which is commonly found to be "a mere mechanical pro-"nunciation of words, to which little or no meaning is "attached, and the art is sometimes lost after the children "leave school." As to the number of plaiting schools the following examples in the different neighbourhoods will serve to show the system which prevails throughout:—

Name of Parish.	Population.	No. of Plaiting Schools.	No. of Children.
Chesham - -	5,985	22	346
Stewkley - -	1,453	6	100
Harpenden - -	2,164	5	66
Pirton - -	1,023	5	100
Stevenage - -	2,352	8	200

In computing the number of children kept away from school by the plaiting, those who carry it on at their homes, a considerable number, must be added.

A census was carefully taken, a year or two ago, of the children at the various schools for the poor in the union district of Hitchin, which comprises 28 parishes, and is a fair specimen of the plaiting country. In a population of 25,600 there were—

Schools.	——	Boys.	Girls.
31	From which straw plaiting was excluded, containing - - - -	1,308	1,028
33	In which straw plaiting, with a little reading, was taught, containi g - - -	396	619
19	In which straw plaiting alone was carried on, containing - - - -	73	201

that is to say, 2,336 children obtaining some kind of education, properly so called, while 1,289 were deprived of these benefits, owing to the demands of labour. I am afraid that the proportion of the latter would now be found to be larger, for it is easy for the small plaiting schools to escape observation, and the attendance at school is not increasing in the same ratio as the population.

Its effects.

The effects of this species of early labour need be only briefly recounted; it drains the attendance at school, it produces irregularity where the children do attend. The term plaiting *school* is a euphemism which often satisfies the mind of the parent that he is providing education for the child, when he is only exacting labour. "It seems," says a correspondent, "to affect the health as well as inter-
"fere with the education; at least, there are more pale
"faces amongst the little ones than usual in a country
"parish." "Of course," says another, "there is, in the
"plaiting schools, no cultivation, no sort of education
"properly so called, so that the minds of the children are
"left blank, while their fingers are employed; which is, in
"other words, to say that they are left in the low state of
"moral feeling and government which belongs to their
"natures. They learn a certain amount of order by the
"habit of sitting quiet for hours, but no self-discipline;
"no ideas are put into their minds,—then, when they grow
"up to womanhood, and their natural passions begin to
"develop themselves, they have no principles of control
"or restraint to keep them from indulging them, and the
"free intercourse which plaiting girls can have with one

" another, and the power of thinking and talking of other " things while their fingers are at work, lead not only to " gossiping and frivolity, but the communication of evil, " and the bringing them all down to the same low level of " morality. I think the mental degradation is in part " contributed to by the physical effects of a childhood " spent in the dense and unhealthy atmosphere of the " plaiting school, and by the close confinement for so many " hours to a sedentary employment of a merely mechanical " character." To the same causes may be traced the misery, discomfort, and thriftlessness of their homes. A girl brought up under such circumstances marries, becomes the mother of a large family, and ignorant of all things which make home clean, comfortable, and happy, strives in vain, and then gives up the attempt, to remedy the daily increasing evils; there is little wonder that the children grow up in their mother's example, and that the husband contracts vicious habits, and seeks refuge from the squalor and discomfort of his home in drunkenness and dishonesty.

One other effect is too serious to be omitted; the girls begin at an early age to earn enough by plaiting to support themselves, and are then practically free from parental control. Being dependent only on their own exertions, they too commonly throw off restraint, and resent the severe discipline of their childhood by deserting their homes, and leaving to want, perhaps in sickness or old age, those whom it is their first duty to succour.

In seeking a remedy for these undeniable evils, the question resolves itself thus:—(1.) Is the present standard of education to be maintained, and endeavours made to raise these children to it? or (2.) Is the standard to be brought down to fit in with the demands of straw plaiting? If it be answered, as it cannot fail to be by all well wishers to the poor of this district, that the standard now reached is by no means too high, then what measures shall be taken to rescue a large part of the rising generation from the loss that befalls them by the means of straw plaiting?

The greed and improvidence of parents long used to the same employments are not likely in any great degree to give way to influences from above them. Persuasion and appeal to higher motives does effect much, which it is gratifying to find, where the opportunity of good education offers; in this respect, where schools assisted by your Lordships' grants are established, a great work is being effected, though it reaches only a moiety of the population surrounding it; but a large residuum,—the lowest and the

poorest—remain immersed in plaiting, and untaught, except by fits and starts, or with a mere inefficient smattering, or with only the teaching of the Sunday school, here doubly valuable where nothing else is attempted. Efforts are made, and are, no doubt, doing good as far as they go, to infuse into the plaiting schools a few ideas of educational life, to improve the teaching by voluntary help and supervision, even to establish a common plaiting school for the parish with some better instruction than is usually given, and many are thankful to gain even this point. In comparison with the old fashioned régime of the dame, sitting in silence, with birch on the table hard by, watching for any hand that faltered in its work, and rigidly exacting the allotted task, a plaiting school presided over by a person who can both read and write, and throw together some scraps of Bible knowledge, with texts and hymns, and visited by the clergyman and his family, is better than one where all these advantages are absent; but little after all is effected by these means, and it will be strange if, even in the best of these amended institutions, the demand for more plait does not ultimately gain the day. The price of the commodity will fall, and then more must be done to keep up the earnings; if it cannot be done in the school, it will be done elsewhere; but the school wishes to retain its hold upon the worker, and admits the claim that lessons should for the present—a point of time that lengthens out indefinitely,—be postponed. That exception too soon becomes the rule.

What, then, remains, when we have seen that palliatives scarcely lead to improvement, that to tolerate straw-plaiting does not satisfy those for whom the sacrifice is made, and leads in the end, unless continually quelled by almost superhuman energy, to the giving up to it the mastery of a school?

It is difficult to escape the inevitable consequence that school must preserve its integral position for education, and not for plaiting.

Then it will be said the children will attend the old plaiting schools; it will most likely be so, but the present choice is between giving a good education to as many as will attend, or a much worse education to all. Another alternative is, that the State should assume a duty to the children, which the parents fail to perform; if the parents insist upon the daily work of their children, even from these tender years, and appropriate the proceeds of their labour, depriving them, meantime, of the common benefits of educa-

tion shared by the poor in other parts of the country, it seems right that the same power, which guards the young from loss, and shields them from parental selfishness in many other occupations, should likewise, if possible, afford protection here.

A rector of long experience sums up his remarks to me, thus:—

"A great thing would be done for the amelioration of the system, if the principle of the factory acts were applied to it, and no plaiting schools allowed to be kept except in rooms of sufficient capacity, and the hours of work in them limited. As it is, the poor little children become the mere machines for helping to maintain their parents. Unfortunately the administration of the relief to the poor in this district fosters, and almost compels, the existence of this state of things. Every child is calculated as a source of income capable of producing so much toward the general support of the family. The amount is accordingly deducted from what would otherwise be given as relief to the parents."

Whether the difficulties of the course, which has been suggested, are insuperable or not, the wisdom of the legislature must decide, but of the evil effects of straw-plaiting in retarding education in the district in which it prevails, and in degrading in all moral and social qualities an increasing number of our fellow countrymen, ample testimony can be given.

I have the honour to be, &c.

C. J. Robinson.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. Capel Sewell *on the Schools inspected by him in the Counties of* Lincoln *and* Nottingham.

My Lords, Grantham, December 30, 1865.

I have the honour to submit my report upon the condition of primary education in the southern parts of the counties of Lincoln and Notts. Excepting in the month of October 1864, when I was employed in visiting the schools of Carlisle and its neighbourhood, my official work has been confined to the district assigned to me on September 30, 1864. The schools in Lincolnshire within the limits of that district were inspected by me in 1865 for the second time, those in Notts for the first.

Limits of district—

The part of the two counties assigned to me extends from their southern borders to a line drawn from the sea by Alford to Lincoln in one, and continued to Mansfield in the other.

Lincolnshire:

The portion of Lincolnshire which falls to me, comprising about two-thirds of its area, is occupied in highland, lowland, and fen by an agricultural population. At Lincoln, Boston, and Grantham are large iron foundries, the manufactories of the county. At Boston and along the coast the habits and circumstances of the poor are

Highlands;

influenced by their seafaring pursuits. The southern highlands of Lincolnshire stretch from Lincoln, on the east to Spilsby and Horncastle, on the west to Stamford and Bourne. The parishes of the eastern highlands or south wolds are small and numerous; on the western highlands they are large and populous. The inhabitants are collected in villages and enjoy rather more than the average comfort and well-being of English labourers. There are less than the ordinary difficulties in maintaining and managing schools. This perhaps accounts for the fact that in some parts of this district your Lordships' assistance is so seldom invoked.

Lowlands:

The Lincolnshire Lowland or the Marsh lies between the eastern highlands and the sea, and stretches from Alford to Boston. It is peopled by a fine, hardy, intelligent race, living dispersed. From the absence of residents of wealth and spirit, and, until late years, of resident clergy, it is not an encouraging field of educational work. Valuable assistance has been given by some of the tenant farmers, as by Mr. Everington, of Skegness; Mr. Brooks, of Sutton-in-the-Marsh; the Governors of Bethlehem hospital at Wainfleet, and others; and some very successful efforts have been made.

The intelligence of the people makes them value education, and their hardihood enables the children of a very scattered population to assemble where a softer race would be beaten by the climate or the distance. The southern part of this district differs in character from the northern. It is a land of large villages, rich livings, and ample educational endowments.

Fens.

The Lincolnshire Fens extend from Lincoln, where they come to a point between the two limbs of the highlands, to the extreme south of the county. Their width is insignificant till the level of Sleaford and Boston is reached ; their utmost span is from Stamford to the Cross Key's Wash, the scene of King John's disaster. Long lines of villages following one another in single file preserve the recollection of the ancient roads and drains of the morass. The villages themselves lie close together, but the parishes are enormous ; on the line from north to south, and to the west by reason of the drainage of the fen ; to the east by reason of reclamation from the sea. The inhabitants of this district, all of which is under the highest cultivation, are collected in the old villages or in outlying hamlets on the banks of the drains. Though numerous their numbers are very much out of proportion to the acreage ; there is therefore constant employment for the youngest boys, and at certain seasons every child is expected to face the perils of the field gang. The fen hamlets contain a large population, and no small difficulties lie in the way of their education. The distances to be traversed by the children are very great (the labourer of the eastern fen keeps a donkey to carry him to his too distant toil) ; the farmers hire every child that will come to them, serving no interests but their own ; and when you turn aside from the central lines of habitation, there are miles of country with no resident, either lay or clerical, to lend education a helping hand. Endowments for purposes of education, the relic of the spirit, if not of the times, of the great monasteries once flourishing in these parts, are frequent ; were it not for them—some of which are administered to very little use—your Lordships' assistance might possibly be more frequently sought than it is. Throughout the county of Lincoln the children are remarkable, even in the parts that have a bad name with strangers, for their strength and beauty ; they have a freedom of manner and bearing and a natural intelligence which makes them, in good hands, no less apt than agreeable scholars.

Nottinghamshire.

The portion of Notts which it is my duty to visit, com-

prising about three-fifths of its area, is occupied by a people of very varied industry. A purely agricultural population inhabits the Vale of Belvoir and the valleys of the Trent and the Soar. Nottingham and its suburbs, containing one quarter of the whole population of my district, is the head quarters of lace manufacture, and a chief seat of stocking trade. It is itself admirably provided with good well attended schools, but it has added a manufacturing element to the agricultural life of the villages round about it which has not conduced to their prosperity, educational or otherwise. The men forsake the fields for the frames; the women, and children out of reach of the Factory Act, finish off the lace or the stockings they have made. In spite of a double source of wages the Nottinghamshire villagers are by no means well to do. Sedentary employment, unwholesome habits, too frequently improvident and lawless ways, have an effect on the physical and intellectual condition of the children not observable in a purely agricultural population. The fluctuations of trade are reflected in the irregularity of their school attendance. The girls' fingers, accustomed to the dull mechanical sewing up of stockings, will barely learn any other use of the needle. Pleased with the freedom and satisfied with the precarious earnings of their trade, they acquire a distaste for settled pursuits, and have little ambition to advance themselves. The field gangs of the Lincolnshire Fens and the stocking frames of the Nottinghamshire villages appear to exercise about an equally adverse influence upon education. The special reports furnished to your Lordships afford many gratifying instances of these influences having been overcome, and good schools maintained in spite of them. The district to the north of Nottingham is full of iron and coal works, and constitutes the mining as Nottingham does the manufacturing part of my district. Its mineral wealth is drawing a large population thither. The prospects of education are favoured by high wages, which keep children longer to school, and by the value of education and intelligence in obtaining the better occupations of the pits. They are to some extent marred by the notorious improvidence of miners, and by the early call for boys' labour. In consequence of changes in the date of inspection, this district does not fall within the scope of this report.

Agricultural part;

Manufacturing;

Mining.

Within the area thus described there are 110 places, 65 in Lincolnshire, 45 in Notts, where primary education is annually subsidized, and to a great extent directed by the State. This assistance is given or promised to 82 establish-

Number and distribution of—Annual grant schools;

ments of 100 departments in one county, to 59 establishments of 93 departments in the other; 193 departments in all, of which 42 are for boys, 43 for girls, 28 for infants, and 80 mixed. Besides the schools which receive Government aid, there are in Lincolnshire 214 Church schools, in Notts 81, at the service of the poor. There are indeed scarcely a dozen places with more than 200 inhabitants that has not a school of its own; and the wants of those which have not are supplied, at least as far as accommodation goes, by the schools of its neighbours. Of these 295 schools, 55 have received grants for building or other purposes from your Lordships, and are liable to the inspector's visit. I regret that I have been so much occupied with the examination of schools for annual grants that I can make no report upon the others. Could I have done so my report would have enabled your Lordships to form an estimate of the state of education in that mass of schools which provide so large a part of the primary instruction of my district. Whether that instruction be efficient or not, the efforts that are made in founding and supporting village schools, the many highly respectable persons engaged in conducting them, the very large part they play in the education of the rural poor, are so many claims upon our consideration. It is unfair to judge of them by single instances. They are so dependent upon the natural aptitude of individual teachers, and upon the assistance given by the clergy or others, that it requires a wide survey to determine their value as a class. Managers who fortunately possess teachers of natural ability, and are able themselves to give so much attention to their schools as to be able to have everything in them to their minds, will not unnaturally decry a system whose object is to supply a want they never felt, and magnify a plan which in their particular cases has answered satisfactorily.

Other schools.

In this district, as perhaps elsewhere, the question of certificated and uncertificated teachers has been regarded from this partial point of view. I am unable to compare the work of the two classes of teachers; but some test of the value managers of schools put upon that of persons holding your Lordships' certificates is, I think, to be found in the increasing number of schools to which they have been appointed. Since the last General Report on Lincolnshire was made, 18 schools have been added to the list of inspections, and four new departments added to existing schools. There are, therefore, 22 additional certificated teachers employed in the south of this county, mostly in

Increased employment of certificated teachers in Lincolnshire.

country places among the upland villages. Two new departments only have been added to schools in the Marsh, and one new school has been opened in the Fen. Account should also be taken of two other certificated teachers appointed to schools, for one of which inspection was not asked for through the neglect of the managers, and was not granted by your Lordships to the other. As a set-off to this addition to schools under certificated teachers, but four have ceased to comply with your Lordships' requirements, and of these I indulge the hope that one, which has been closed for nearly two years, may shortly be reopened. In Notts, during the single year in which my duties have led me into its southern parts, certificated teachers have been appointed to nine schools hitherto unrecognized by your Lordships, and one new department has been added to an existing school, while only one has ceased to be inspected. I have reason to believe that six additional cases in the two counties are likely soon to be brought to your Lordships' notice. It seems, therefore, that out of 193 departments qualified to receive assistance from Government 31 (or 16·1 per cent.) have qualified during the last two years, but that only 5 (or 2·5 per cent.) have been withdrawn. Several gratifying conclusions appear to flow from this: allowing for the temptation to managers to seek inspection for the sake of the grant; allowing also for the difficulty, sometimes much overrated, in small and poor places of satisfying your Lordships' conditions; and in richly-endowed places, of which there are many, for the ease with which Government assistance may be disregarded; allowing too for the prejudice against recent legislation that existed in the minds of some, and the ignorance of your Lordships' method of procedure which still embarrasses the minds of others; allowing lastly for the vested rights of old teachers, faithful if not accomplished, which the clergy are unwilling hastily to disturb; nevertheless that your Lordships' assistance should have been invoked for so many new schools indicates a transition from the old style of education to the new, and a growing conviction that, whatever are the excellencies of schools under untrained teachers, more satisfactory results are generally to be attained under the system imposed by your Lordships. It implies, I think, the general excellence of Government schools and the acceptability of certificated teachers that they have so far influenced public opinion in their favour as to make their services sought for and their methods preferred; it suggests an increasing recognition of the wisdom of your Lordships' measures and a subsidence of

Decrease—

In Notts.

Conclusion from this.

that hostility which for a while threatened to be a serious obstacle to education as aided by the State; it manifests, I would venture to hope, a growing feeling of kindly co-operation among all persons interested in the education of the poor.

Schools actually inspected up to Sept. 30, 1865.

I proceed to speak of the schools actually inspected in my own district in the past year. I have visited 168 departments of schools, under separate teachers, of which 34 are boys' schools, 37 girls', 22 infants', and 65 mixed. These schools have an average attendance of 13,300 children, of whom 8,486 (or 63·7 per cent.) over six years of age had attended over 200 times, and were presented for examination. In reporting on the condition of these schools it is unnecessary to distinguish them into local groups. The uniformity of teaching now prescribed has produced, in the general, a uniformity of result independent of locality. This uniformity, however, is not observable where the condition of different kinds of schools, boys', girls', &c., is reviewed. The centesimal proportion of children passed in reading, writing, and arithmetic exhibits the relative merits of schools in these particulars, and a comparison of the mean per-centages of passes in these different kinds of schools suggests some interesting conclusions. The mean per-centage of passes in boys' schools in this district is 89·4; and this mean is reached with very little variation, for of 34 schools but 10 have an average of less than 90 per cent., and of these but 5 have an average less than 80. But these indications of thorough and successful work in the boys' schools are less apparent in those for girls. Although in most cases they are twin departments to the boys' schools, their mean per-centage of passes falls to 83·5, with considerable variation from the mean. Two causes occur for this result: boys are kept longer and more regularly to school than girls, because they are less useful at home, and their education is a more marketable commodity; and further, that precision and handiness of working and that careful supervision of individual children which the requirements of the Code necessitate have not in many girls' schools been yet realized. As mistresses become more accustomed to satisfy specific requirements I expect the difference between their work and that of masters will diminish. There is a further reason for expecting improvement in the work of girls' schools: at present their mean per-centage is not perceptibly higher than that of infant schools, which I find to be 83·3. In infant schools, none but 1st, or at most 2nd, Standard children are presented; those standards that is, in which, from the tender age of the

Relative condition of—

Boys' schools;

Of girls' schools;

children, most failures, whether among girls or infants, might be looked for. The conclusion I would draw from this is, that the upper standards of girls' schools, whose work demands more intelligence and admits of more finish, are not at present prepared so well as they should be.

Of mixed schools.

The condition of mixed schools, in which the scholars are partly boys, partly girls, the teachers, some masters, some mistresses (in my district a small minority), which form the larger portion numerically of the schools I visit, appears less favourable than those for separate sexes. I observe just sufficient difference in the work of masters and mistresses in mixed schools to support the conclusion that masters generally do better work than mistresses; but the falling off of the work of both in mixed schools from that exhibited in separate schools indicates that the former are working at a disadvantage in comparison with the latter, and that mixed schools, as a class, must not, at present at least, be expected to reach the same point of excellence as separate establishments. This appears to be due partly to the same influences that keep girls' schools at a lower level than boys'; but more especially to the fact that mixed schools exist in country places exclusively; while schools of separate departments are found, with rare exceptions, only in towns. The latter, from various causes, can command better attendance than the former, which are burdened with a large number of very young children, who in towns are accommodated in special schools for infant instruction. They have, moreover, to contend with the monotonous and uninspiriting character of country labour for children, which adds nothing to their stock of ideas or mental aptitude, and dims rather than brightens their receptive power.

Actual condition of boys', girls', and mixed schools;

Of the actual condition of schools in Lincolnshire which I have inspected for the second time in the past year, I am happy to be able to report a steady improvement. In 10 boys' schools the marks of three only fell below those of the former examination; of 14 girls' schools, but five; of 42 mixed schools, but 13 appear to have fallen off. This falling off, which was serious in one case only, resulted in some schools from accident, as it has occurred where everything else pointed to a thoroughly efficient school; in others from the incapacity of the teacher being brought to light by the exact nature of the new requirements; in others, I suspect, from the neglect in past times of the younger children, betrayed at last in the difficulty of preparing them for the work of the higher standards. A change of teacher is the commonest and most excusable reason for the temporary

falling off of a school. There have been three cases in Lincolnshire and eight in Notts where a reduction of the grant for want of efficiency has been recommended; but I have no reason, however, for concluding that the schools in the latter county are as a whole less efficiently conducted than in the former. I believe I am among the first of Her Majesty's inspectors who have been instructed to report to your Lordships the results of experience derived solely from the operation of the Revised Code. I am unable, therefore, to institute any comparison between the condition of schools as they are under the present system and as they were under the old. But this, perhaps, is the less to be regretted, till the new system has been well worked out, since I am able to observe its tendencies unembarrassed by recollections of its predecessor. The accurately measured steps of the ladder of learning now set up in primary schools, the precise nature of the tests administered by the inspector—whether these are the best that could be devised or not—enable him in a single year to detect the signs of progress or decay. Short as my experience has been, I think I can confidently bear witness to improvement in those subjects of instruction which the Revised Code undertakes to regulate. I perceive that the work of rudimentary instruction is not only advancing in quality, but gaining ground in the estimation of those engaged in imparting it. Its importance, always acknowledged, but often postponed to the easier task of more advanced teaching, or forgotten in the absence of sufficient tests of its quality, is now fully realized under the tonic influence of specific requirements. It is due to this that work is now done with precision and ease which last year was passed by courtesy only; little hands and tongues are nimbler than was thought possible till teachers were forced to find out what their younger pupils could really be taught to do. Teachers themselves are improving in the practice of their art. The energies of every one within the school walls are braced up to definite efforts, and the drudgery of the most elementary instruction is lightened to the best teachers by the discovery that it may be well done or ill done, as the case may be; and that, simple as it is, it offers opportunities no less for the developing their pupils' intelligence than for exhibiting their own. The utility of specific requirements has been amply acknowledged in this district in the adoption by the Diocesan Board of Education of Article 48 as the rule of instruction in schools under diocesan inspection. It is expected it will increase their efficiency.

Of infant schools.

It is a question whether so favourable an account should be given of the work of infant schools in this district. Though they are often conducted by mistresses specially trained for the charge of infants, I rarely find special aptitude for the work exhibited. Perhaps it requires a rare combination of qualities. The very help that precise requirements give to a teacher of a boys' or girls' school is a hindrance to a teacher of infants if she allows them to mark the limit of her exact and thoughtful labour. One may easily misjudge an infant school, but of the 22 schools in my district I can call to mind but three which approached my idea of what such schools should be, although in almost every instance the few children prepared for standard work passed with success. This, however, is by no means all that is to be looked for in an infant school. There the teacher's aim should be education rather than instruction with the great bulk of her pupils. An influence should be upon them from their admission which first brings their bodies into habits of orderly movement, and as orderly rest, and then their minds to habits of observation and recollection. Gallery lessons, with or without pictures, the march and drill, with or without singing, are the methods by which this foundation for specific instruction is laid. I do not observe these methods pursued with the thoughtfulness or attention they deserve. Gallery lessons are rarely interesting, and are much too obstetric in their method. Teachers rarely draw on their own knowledge or wit in the choice or treatment of a subject. Even in giving Scripture lessons from pictures I rarely hear the story told; the lesson is more about the picture than the story it is meant only to illustrate. The march, and drill, and song offer infinite opportunities to a thoughtful mistress to display her skill. In some schools I find these matters, if not overlooked, at least reduced to their lowest point of usefulness by weary repetition and careless execution. In others the younger classes take no part in these exercises, which entails their having to be taught them hereafter, instead of picking them up by almost unconscious imitation, if they were allowed to take part in them from the first. I should anticipate great improvement in infant schools if teachers would realize the peculiar nature of their work, and trust to their own wits a little more than they do. An occasional new song; drills invented from time to time; marches varied and fresh, but each done with precision before the next is introduced; gallery lessons, in which the mistress really teaches as well as questions, enlivened by anecdote or illustration, will soon

tell upon a school, and leave notes of excellence that cannot be misread. It is the character of instruction more than the result of it which inspectors are instructed to observe in infant schools. I do not think that character in my district is so high as the importance of these schools demands.

Of night schools.

The number of night schools is rapidly increasing in this district, but the number of scholars in country places is often so small as hardly to constitute a school. Those in towns exhibit very fair work; there is, however, no means of ascertaining how much of the pupil's knowledge is acquired and how much only preserved at the night school. The antecedents of evening scholars are almost impossible to discover. It is quite possible for a boy to have passed the 4th Standard at 10 years old in a day school, and begin at 15 in the night school very far below the point at which his previous career ceased. The collateral advantages of night schools are undoubted; whether they do such work as to entitle them to a parliamentary grant is, I think, less certain. The new Minutes on the examination of night schools are popular, and are likely to be generally adopted.

Subjects of instruction;

The subjects of elementary instruction, reading, writing, and arithmetic, have their rudimentary and advanced stages. "To read and write, and cast accounts," was long ago discovered to be the sum of education possible for the general poor. After a fluctuation of opinion in favour of a more extended curriculum the tide has now turned, and the aim of educators is to discover how most easily, most quickly, most thoroughly, they may equip, for their uses, the minds of children whose education must be finished by 10 or 11 years of age. So much is to be done that no time can be lost, even at the beginning. The rudiments of the elements, if I may use large words for little things, are the teacher's first care. I venture to think that attention to them would result in greater readiness and intelligence in the use and application of elementary knowledge, and redeem the charge now brought, occasionally with some show of justice, against the present system, that mechanical excellence is its noblest fruit. As regards the reading of children of uneducated parents up to seven or eight years of age, perhaps mechanical excellence is the very thing they should be taught. The muscles of the throat, like those of the hand, have to be trained to their work, to be made flexible, to be brought under the ready command of the will. Both organs are educated by example, the copy is set to the hand by the eye, to the throat by the ear. The

Reading—Of young children;

singer's exercises, the painter's touch, must needs be mechanically excellent before they can themselves excel. So in the use of the throat or hand in reading or writing, the excellence of their work depends on the perfection with which the uses of those instruments have been learnt. Articulation must come before expression. The eye must acquire great readiness in translating symbols into sounds, before that much more difficult translation of them into sense can be accomplished. I am able to report an increasing practical recognition of this principle in the teaching of reading to young children. The requirement that children of six years should read and not spell has compelled their tongues to answer readily to their eyes. Articulation being thus secured, faults of pronunciation are detected and amended, and dialectic varieties (such as the dropping the *s* of the objective case, common throughout Lincolnshire), which arise in schools, as among nations and tribes, from laziness or difficulty in using the organ of voice, are corrected or prevented. If mechanical excellence be not acquired by beginners they spend their whole school life in acquiring it, and in learning to use, instead of using, the implements of their minds. Dull mechanical reading in the upper classes no more satisfies your Lordships' requirements than it is the natural result of them. In cases where the reading of the upper classes is of this character, it is so because the teacher has failed to observe and secure the progressive stages of the art of reading, or rests content with exact articulation when he ought to demand expression. The reading of Standard V. I find to be the best test of the way reading is taught to the upper classes; yet, I often find poetry read without a fault of pronunciation but with about as much recognition of metre or, indeed, sometimes, of rhyme, as if it were advertisements from "The Times." The meagre and often worthless selections of poetry in the common reading books are insufficient practice for good reading. Metre as well as matter, variety and abundance, should be considered in the reading exercises of the higher classes. In carrying reading on from expression to comprehension, I rarely find teachers conspicuously negligent; but it has struck me that sometimes they are more careful to make the lesson itself understood than the exact meaning and use of the words in which it is conveyed. In this district there were less than 10 per cent. of failures in reading, which indicates fair proficiency, It should, however, be remembered that a great improvement in the style and higher excellencies of reading may be

Articulation.

Of older children—Expression;

Comprehension.

attained without any increase of the actual number of successful readers. Teachers satisfied with less than excellent reading fail in that part of this work which is most prolific of result; for a good reader is generally as supple-witted as supple-tongued. For myself I shall be content to recognize its excellence, whether mechanical or intelligent, at the bottom or at the top of the school. Repetition of the catechism suffers, like the reading, from careless articulation permitted in the lower classes, and resulting in very defective comprehension in the upper. True principles of teaching to read might be applied to this exercise as well.

Writing—

Your Lordships' requirement that children in Standard I. (six years) should write their letters from dictation, gives an intellectual character to an otherwise purely mechanical exercise. It is hard to estimate the advance a child is required to make who passes from copying a meaningless and often nameless form, to translating certain sounds into conventional symbols upon its slate. I was first made aware of the difficulty involved in this process by observing adults in night schools, whose copybooks were models of good writing, who were unable to connect the shapes of the letters with their sounds. When the Revised Code first came into operation in this district this difficulty was either yielded to or unobserved; for the regular formation of letters, the distinction of capitals and small letters, and their relative sizes, the writing of numbers of more than one integer, was as rare as now it is common. Familiarity with the symbols for the higher numbers is now the rule in all schools that are even fair, and I have abundant evidence that both boys and girls can be taught to write a fine, bold, easy hand on their slates at seven years old. There is a good deal of very poor writing in the upper classes of schools. This arises frequently from the children not being practised sufficiently to write with pens. Writing on slates in excess is the ruin of penmanship. Sometimes from economy, sometimes simply from want of thought, children are set to work on the examination day almost for the first time on paper. The use of poor paper and hard, sharp steel pens is no economy on those occasions.

Of young children;

Of elder children.

Spelling is an important part of the exercise of writing, as in practice we never spell except we write. Good spelling of English is at best but an effort of memory, and in this respect our memory is educated chiefly by the eye. This principle, which is involved in your Lordships' require-

Spelling.

ments of children in Standard II., is hardly sufficiently recognized. As an exercise in writing merely it is but a translation from the printed to the written character, and by many it is thought too easy on this account. But those who regard it as an exercise in close observation of the way in which words are spelt with a view to writing them from dictation hereafter, as children of an earlier age copy single letters before they can write them from their equivalent sounds, acknowledge its value. Children who spell badly, and it is surprising how many there are, when guided by their eyes will spell worse when they have only their ears to follow. The best security for spelling ordinary English words correctly is an accurate ocular acquaintance with them. Children who will say the catechism clearly and well are found utterly incompetent to translate the sounds into written symbols, till they have either by correction or frequent copying become accustomed to the sight of them ; or they will be competent to write from dictation of their ordinary reading book but will fail to write correctly from memory ; thus, amid other enormities, "cloothen tongs" appeared in an account of Pentecost, well written but for the spelling, by a boy who passed in Standard IV. with credit. If copying from a reading book be an easy exercise, it at least suggests a method of teaching spelling as satisfactory as any other in use. The per-centage of failures in writing is 13·9. It falls below the reading solely in consequence of the spelling, but both in this respect and in calligraphy there are evidences of improvement which give promise of a higher measure of success hereafter. The too frequent habit of allowing children below the standards to write without exact supervision and in disregard of the black-board copy causes much loss of time as the children grow up. Children must be very young indeed to be allowed simply to scribble.

Arithmetic. In this district, as elsewhere, the results of examination in arithmetic betray some deficiency in that subject of instruction. The failures in arithmetic amount to 19 per cent. I have generally found the upper classes very fairly taught ; and in many schools instruction is given very far in advance of the requirements of the code. In this subject it is among the girls and in the lower classes that most deficiency is found. The reading and writing of numbers and subtraction in Standard I., and the multiplication table in Standard II., were gulfs into which many unfortunates fell. A single year has mended much of this. Figures are now read and the table is written with such exactness that

I find myself almost justified in taking these exercises for granted. Subtraction still presents difficulties to surmount. It must not be forgotten that in arithmetic the preparation for intelligent advance in the science is best made by acquiring a mechanical knowledge of its rudiments. He will multiply best and most easily who knows the table with such exactness that he can use it without any mental effort whatever. Addition and subtraction can and ought to be taught by the same mechanical process of a table. The knowledge of such a table marks one step in advance of that appreciation of number which is obtained from fingers, apples, or other concretes; it is the first sure foothold from which quick and certain progress may be made. Teachers are only very gradually bringing their pupils to understand that figures are the symbols of numbers, as words are the symbols of things, and that if they require five fingers or five strokes to call up the idea of that number, it is as though they must needs see a cow, or at least a picture of one, before the notion of that animal can be present to their minds. The age at which children should advance to the use of numerical symbols instead of the numbers for which they stand (5 in place of / / / / /) is a matter of opinion. Your Lordships' requirements fix it at seven years. I do not find it is at all impracticable at that age, though of course some find a difficulty when much older. In the schools I visit the use of numerical symbols is being rapidly brought about among the younger children. Nuts and oranges, that once seemed necessary to the success of youthful arithmeticians, are not wanted now, and even the clandestine use of fingers or nods of the head has rarely to be checked. I despair of the elder children in schools not well taught already being broken of the habit of using multitudes of strokes in doing their sums instead of the processes invented to save them that labour. Such arithmetic, though accurate in its results, which, however, it seldom is, is not such as should be taught in schools. It adds very little to the children's readiness or capacity of mind. Some generations ago a way of multiplying on the fingers was invented and commonly used till the invention of the multiplication table afforded a readier method. By the use of the addition and subtraction table those two processes may in like manner lose the character of manual labour they at present too frequently assume. I think it would be well if a knowledge of fractions were specifically required of the VI. Standard in boys' schools.

I have addressed myself to the subject of elementary

instruction because it has been the aim of your Lordships' recent measures to secure its completeness, so that not only should the fortunate scholars advance to higher subjects of instruction from a thoroughly sound basis, but that the less fortunate children, at whatever age they might leave school, should carry away a perfect education for their years. This object is not yet so thoroughly carried out in my district as to make the absence of higher subjects a matter of much concern at present. They are not omitted in schools most happily circumstanced, but generally speaking the time necessarily and advantageously employed in rudimentary instruction leaves little time for grammar or history or geography, or, indeed, for much development of mind at all beyond that for which occasions are offered in the course of elementary teaching. These occasions should never, and I believe they rarely do, pass unimproved, but the day for specific instruction in higher subjects is, as your Lordships conclude from the result of the first year's experience of the Revised Code, not yet arrived. With many schools in my district I doubt if it ever will. Town schools have advantages which may reasonably be expected to be turned to account in advanced instruction, but the great mass of country schools may earn, and will deserve, a character for excellence and usefulness in their particular sphere without it. It is no lack of spirit in teachers that makes them content with the lower ground of rudimentary instruction; it is the simple impossibility if they do that well of doing more. Insignificant as rudimentary instruction may appear, and mechanical as its best results may be, it has a rationale which, if teachers will be at the pains to understand it, constitute it a real education. In a true appreciation of its difficulties, and the discovery of the best means of overcoming them, they will find no mean exercise of their own intelligence. In every Church School, however, whether fortunate or not in its circumstances, instruction in Holy Scripture and Catechism affords a means of education in advance of that which is merely rudimentary. As by many it would be thought the best, so by many it is found to be the only subject beyond the work of the Standards, to which attention can be given. Your Lordships direct that examination in this branch of instruction should precede all other work of inspection. I have found it necessary to point out to teachers the importance your Lordships attach to due religious instruction, even though it has no bearing, except in cases of extreme neglect, upon the grant. For if in instruction in Holy

Other subjects.

Their neglect justified.

Religious instruction—

Importance.

Scripture, in the formation of religious convictions and habits of intelligent worship, the children of the labouring poor receive all the education and culture they are capable of, then the choice of lessons out of the whole body of Scripture to be given by way of example or enforcement of duty, or for settling of belief, and the due apportionment of them to the age and intelligence of children, is a task of such importance as to deserve more thought than I find to be generally given to it. Two systems obtain in giving religious instruction, the general, as I may call it, and the particular. The work done on the former system is not unfrequently or inaptly described by teachers as "The Creation of the World, Birth of Christ, and so on." It is a system by which, in careless hands, the field of instruction dwindles to a very narrow compass, and the Oracles of God, lively in more senses than one, degenerate into a few vague generalizations and moralities. There is little to attract or impress in teaching of this sort. It is in vain to look for progress in work which has its limits and its aim so vaguely defined. The other system, which brings the details of scripture story into prominence, and seeks to connect them very closely with the circumstances of the life we are living, yields a better result at the examination, and gives a surer hope of future usefulness. Its faults, which are a too restricted area of instruction, or a prudish attention to uninteresting details, appear to be less dangerous than the other's. The difficulties of a middle course are no doubt considerable. But very little can be taught at best; the same ground needs to be gone over again and again; every precaution must be taken, therefore, to avoid falling into a mill-horse round of lessons wearisome to all concerned. It is rare that I find this guarded against by keeping a record of the lessons given, or by preparing a series beforehand. It is not unfrequently that I find a teacher permitting himself, and even his pupil-teachers, to choose such subjects of scripture instruction as chance or whim may suggest. No real progress, and but little useful knowledge, can be attained so; children will hardly learn to like or revere the Book in after years who have been wearied by ill chosen lessons or a careless method of instruction. I do not think this arises from a desire on the part of the teachers to shirk their obligations in respect of religious instruction, but from being too easily satisfied with their own style of work, because of the difficulty of bringing it to any definite test. This sort of work is easy

Methods of giving it;

Insufficient care.

enough to do, but very hard to do well. The easier task contents them. They often allow the reading of the scripture to be reduced to a minimum, and replace it by oral lessons, in which the delicate colouring of the original narrative is lost, and the bald and prominent facts of the case are strung together like jewels unset. They teach as they learnt themselves, without allowing their own intelligence to give freshness to the familiar tale.

Catechism and Liturgy.

As regards the dogmatic teaching of the Catechism and Liturgy, the knowledge of the former most commonly does not extend beyond the text, and of the latter hardly so far. I do not think this arises from any difficulty in maintaining a standard of definite teaching, certainly from no unwillingness on the part of the clergy to do so. It is rare to find a place in the west of Notts, or in South Lincolnshire, where dissent may almost be called the established church, in which church teaching is unacceptable, though maintained as the rule of the school. It is rarer still to find a place where a relaxation of the rule has been refused to an honest and conscientious request. I venture to think that if religious instruction were thoughtfully planned and progressively given, the knowledge of the upper classes in most schools might cover a larger area of Scripture than at present attempted, together with an acquaintance with the meaning of the Catechism and of the chief archaisms in the Liturgy.

Suggestions.

Teachers in want of guidance have always the parochial clergyman to take counsel with. The Board of Education for this diocese have drawn up a scheme of progressive religious instruction, to square with that for secular instruction. This has, I believe, been adopted by the National Society for general circulation. Teachers cannot do better than take it for their guide, and keep an accurate account of all religious lessons given in their schools, so as to mark the particular steps of their advance.

Needlework.

I observe that the instruction in needlework is managed with very unequal care. In Lincolnshire special attention has been given to this subject, which has been fostered by local prize schemes, and great success is attained. Elsewhere it is too often the case that the instruction is partial and uncertain, through the insufficient supply of material. Children will often sit for days without instruction or practice in sewing, if the necessities of the home wardrobe are not pressing. I do not think this should ever be allowed to happen, since regular instruction in this subject is required by your Lordships. A supply of material for

sewing appears as necessary as of slates and pencils; if prudently managed its cost would be no measure at all of its utility.

Management— The management of schools, no less than their instruction, has been revolutionized by recent enactments, and their success is very materially influenced by it. Cases occur to me where the whole duty of management is devolved upon the teachers, who are left sole arbiters of questions of finance, of supply of staff and materials, even sometimes of repairs to the school premises. There is no advantage in this plan that cannot be attained by a less complete withdrawal of managers from their duties; the evils of it are too obvious to need remark. Management should be divided between the managers and the teachers, the one without, the other within the school walls. Without the school; As regards that without, I will take leave to say that possibly if managers made their people more familiar with the state of their schools, and the conditions of their efficiency and your Lordships' assistance, the difficulties which they, especially the country clergy, find in maintaining them might be diminished. Many poor people think the clergyman keeps the school for his own benefit, and makes a fine income out of the pence. Within; Discipline; Of that part of the management which falls to the teacher's lot, the first point is discipline. Sufficient care does not appear to be given in many cases to this matter. Proprieties of dress and behaviour, restraints of tongue and limb enforced at school, are themselves no mean education for the class with whom we have to deal, besides being a great help to acquiring specific knowledge. Teaching power goes furthest in a well-disciplined school, it is half wasted if expended on children whose attention is inconstant as their bodies are restless. In these days, when power of all sorts is expected to do a maximum of work with a minimum of strength, it behoves teachers to bear this in mind.

Attendance. Full and regular attendance is to a great extent a matter of management to secure. Teachers have now a mark to aim at in the 200 attendances required by the Code. They should make it their business to qualify their pupils by attendance as well as instruction. In country places this will very much depend on their personal influence, which if exercised by an able teacher will secure good attendance in spite of almost every difficulty. If a school were to be judged by one point only it should be the attendance. That feature even on the day of examination is not without significance, for I find during the past year that the percentage of absentees on that day varied inversely as the

success of the school with curious exactness. Attendance is assured to those teachers who approve themselves to the children and their parents by honest work within and by watchful kindly interest without the school. A schoolmaster should be, like others who have less dignified wares to sell, a man of business in every sense of the term.

Certificated teachers—

It is a grateful task to bear witness to the diligence and general ability with which both masters and mistresses throughout my district discharge the duties committed to them. Except in the case of some older teachers they are becoming reconciled to the new conditions under which they have to work, as they discover that after all they are not so disastrous as some would have them to be, and that even where they press hardly the pressure may be relieved by good management and hard work. Both managers and teachers appear to recognize more readily than they did that general regulations, such as those of your Lordships, must often entail unavoidable particular hardships, and they would do their best to apply them to the special circumstances of their schools if they could be assured of their certainty and completeness. The dead level of the teachers' old prosperity has been indeed broken up, but really valuable ones have less to complain of than they expected. The chances of obtaining employment for certificated persons are increasing fast in this district, and I know but one instance, a richly endowed school, where the salaries have fallen below the point at which they are acceptable to the general run of teachers.

Their diligence;

Their prospects.

Pupil-teachers.

The prospect of the future supply of teachers is a more critical matter than the condition of existing ones. The number of pupil-teachers who hereafter are to be masters and mistresses is decreasing in this district. With respect to the present effect of this on schools, it may indeed increase the labour of working them, though it need not impair their efficiency; but it is very much to be regretted in view of the thin ranks of certificated teachers in the future. Not only *will* not managers engage pupil-teachers in excess of the absolute necessities of their schools, but in the case of boys they *cannot* find them to engage. Of female pupil-teachers there will always be a supply, and it is not so much the insecurity of the value of a certificate which makes parents loth to put a son into the teacher's profession as the simple fact that there are so many ways now open for a boy of ability to win a far better position than that of a schoolmaster. The male pupil-teachers are often simply serving their time and improving themselves till

some other occupation offers itself. To go to college appears to be the *pis aller* of less enterprising ones; many of the ablest will be found hereafter not among the ranks of the certificated teachers, but in the offices of the railways and the warehouses of Nottingham. The teaching of rural schools may be expected to fall entirely, as it did in times past, into the hands of females.

Special difficulties of schools—

Time of inspection

The hardships arising to schools from the date of inspection being fixed at an unseasonable time of the year has been brought to your Lordships' notice in several cases in this district. It is a cause of dissatisfaction very widely spread, and is in many cases a very just one. It is impossible with the utmost care and desire to meet the difficulty, to make allowance in fixing the dates of inspection for the inconveniences arising in some places from the nature of the children's labour, and the time of year at which they are employed; in others for feasts and fairs, against whose influence no school can bear up. In the case of night schools, analogous difficulties have been met by your Lordships' regulations for their simultaneous examination, under the superintendence of their own managers (Arts. 142–149). If it were practicable to apply this method to all annual grant schools—the managers' part being merely executive, like that of inspectors at the Christmas examinations of the training colleges—this examination being followed by a visit, with or without notice, of the inspector and such examination as he might think necessary, much of this difficulty to the schools would be obviated and the inspector would have leisure for other work than mere rudimentary examination. This part of his duties is indeed becoming less laborious as children are presented better prepared, but there is too little time left for the general duties of inspection to be done efficiently in large schools. Those schools where more advanced instruction is given are the ones where an inspector, who has no assistant, has no time, if he had the endurance, after the standard work and examination in Scripture is finished, to test it.

Sickness.

Another hardship, occasioned by the absence of infants on the day of examination from bad weather or epidemic sickness, has been to a great extent relieved by your Lordships. Unfortunately, however, particularly cases, with which your Lordships decline to deal, have constituted in this district the real hardship. The weather has only once been bad enough to warrant my using the discretion allowed me in your Lordships' circular of April 7, 1865; and epidemics bad enough to keep the infants away will be

bad enough to close the school, and the inspection then would be the subject of special arrangements. It would be acknowledged as a great boon if, upon medical certificate of present illness, the grant for attendance (6*s.*) could be allowed for sick infants when no epidemic exists; and a greater still if, upon like evidence of inability to attend the examination, a grant for attendance during the year were allowed on behalf of children above six years of age.

Conclusion. I desire to take occasion of this my first general report to your Lordships to express my best thanks to the clergy and others in my district for their unvarying kindness and hospitality to me, and also for the consideration they shewed to my inexperience when I had to do my part in working out in their schools a new and somewhat unpopular system.

I have the honour to be, &c.

CAPEL SEWELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. T. W. SHARPE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* SURREY *and* YORK.

MY LORDS, January 1866.

I HAVE the honour to forward my Report for the year ending August 31st 1865. In the first half of the year I was engaged in West Yorkshire, a district nearly equally divided between agriculture and manufactures. In the latter half I was engaged in the South London and Surrey district. I am often asked to compare Yorkshire and London children; the Yorkshire children show greater solidity both of mind and body, the London children greater quickness. In Yorkshire schools there is to be found every shade of discipline from the readiest attention and most soldierly drill to the greatest listlessness in class and the roughest manner. London schools do not exhibit, as a rule, any marked degree of rough manner, but neither do they, except in very few cases, present that strict attention of mind and body which characterises some of the best northern schools. There is less individuality; their social angles are ground to an average smoothness.

I have during the year inspected 166 institutions, containing 242 schools; to 21 of these night classes were attached. The school rooms contained accommodation for 33,000 scholars; they were attended on the average by 19,500 day and 330 evening scholars; there were actually present at the inspections nearly 24,000 day and 260 evening scholars. There were actually in charge of schools 241 principal certificated teachers, assisted by 204 pupil-teachers, and 26 assistant-teachers, and a small army of stipendiary monitors, whose wages varied from zero to one shilling weekly and whose usefulness varied in a corresponding degree.

I am glad to be able to report a greater steadiness in the attendance of children. Not only are the better scholars more regular, but the less regular are now more carefully looked up; the anxiety to pull them above the statutable number of 200 attendances often lands them well above the low water mark. As for those Pariahs of the schools who have failed to keep their 200 attendances, their treatment on the day of inspection is humiliating in the extreme. They are told that they are "in no standard," placed on a form in front of their respective classes; the teacher would

gladly annihilate their school existence for that day but for the imperative rule that the school must be presented to the inspector in its usual order of classes.

I believe that the female sex derives from schools aided by Government only one half the advantage enjoyed by the male sex. The ratio of an average attendance to a full attendance is in the case of boys 11 : 13, of girls 8 : 10. This full attendance may be considered to consist pretty nearly of the average attendance plus those especially whipped up for the occasion, as having kept their 200 attendances. In the case of boys this special whip constitutes $\frac{2}{11}$ths of the average; of girls $\frac{2}{5}$ths. It appears from this if no deduction be made for the few in each case who have actually left school, that on any given day the ratio of absent boys to absent girls is 8 : 11, or that a girl's attendance is on the whole $\frac{8}{11}$ths of a boy's. As the ratio of boys in average attendance to girls is also 8 : 11, if we consider the two sexes equally balanced in number, as they are very nearly at that age, we obtain by multiplying these two fractions together this result that the benefit derived from aided schools by the female sex: that by males is 64 : 121 or nearly one half. Half of this loss is attributable to irregular attendance, half to social distinctions, which work exclusiveness more in girls than in boys.

The difficulty of gathering the scholars on the day of inspection falls more heavily on town than on country schools; it is harder to trace scholars who have gone to work. The constant migration in crowded neighbourhoods not only makes these harder to trace, but by dividing the school attendance prevents either school from reaping any profit by their examination. This disadvantage falls most on the poorest schools. It would be a benefit to these schools if such children could be examined at their last school, on the condition that not less than 12 months had elapsed since their last examination; the managers of the two schools could receive their proportionate shares. The children also would gain by not being kept back in a lower standard for another year to make sure of their passing.

The following is a statement of the attendance in the first two classes of a poorer school. Of 41 children present only 24 had attended more than 100 days; of the remaining 17, one had been at three other schools, three at two, seven at one, the remainder had been at no other school, but had not attended even 200 times. I had not time to ascertain, but there could be little doubt that the majority of the others there had kept their 200 attendances at this

and some other school. The only reasons given for this migration, except change of residence, are generally false or frivolous, "They never learnt me nothing" or "Teacher "beat me."

It is observable that this migration diminishes with the age of the children; but coupled with the drain caused by leaving school forms a constant ratio. One-third of those who have been in the school one, two, or more years will not be found at the end of the respective following year. Conceiving an advance in each standard as equivalent to a year's school stay, it appears that the number under each standard should be two-thirds of the number under the standard below.

A combination among school managers requiring satisfactory reasons for migration would secure more regular attendance. It would enable them also to arrive at any real causes of dissatisfaction that existed in the minds of parents, the best judges of some parts of a school's work. Such a combination would not involve any interference with the parochial system in Church of England Schools. The parochial system may be efficiently protected by the precaution of charging extra-parochial children larger school fees.

This migration is caused not only by the number of schools in close proximity, but by the different classes of schools. In crowded neighbourhoods there are at least four classes of schools for the working classes, as defined by the supplementary rules, or as coming within the definition of the Science and Art Department; lowest of all, the ragged school; next the aided schools of a lower class, known in Leeds at one time as "a penny Nash," a playful conversion of the term "National;" above this aided schools of better repute and higher fee; or highest of all, the private adventure schools, of worse instruction, but higher gentility; the former two are attended by the children of the ordinary labourer. It is very desirable that they should be under the same management as far as possible. In such cases the greatest care is used in discriminating, in creating, if possible, sufficient self-respect in the parents' mind to extract the required penny or two-pence, that gives them a right to a voice in the education of their children. The higher two classes are attended by the children of artizans and clerks, whose wages are lower still than the "upper-"lower" class, as they have been rightly named. Children constantly migrate from one to another of these classes.

Especially is it useless to combat this social difficulty as

to girls. Putting out of sight the greater practical use of education to a boy, and the greater care exercised by parents in guarding the modesty of girls, it is found that when the means do not admit of the payment of the higher fee for all the children, the weaker sex goes to the wall, the girl must stay at home to pick up such education as she may. Boys of this class are often sent to a public school of lower character, and only withdrawn for the last year or two to complete their training at some school of a more pretentious character. Girls in a similar position do not, as a rule, appear at public schools, they either stay at home or attend from first to last some inferior "ladies' academy." Considering that two-fifths of the present available school space are unused, some portion might be devoted to the better education of the future wives and mothers of the "upper-" lower" class.

The school stay of the children has also been shortened by the injudicious curtailment of the higher teaching since the introduction of the New Code. The prevalent tendency of reducing the subjects taught to the lowest minimum that seemed to satisfy the conditions of public aid, has had the effect of alienating some of the best payers, most regular attendants, and best mannered children. Why should a boy be kept at a school where very little effort is made to teach him anything but to read a little more expressively, writing a little better shaped, a few degrees of greater accuracy of arithmetic, a progress inappreciable alike by the scholar and parent, and this at an age when the mind is beginning to look out for sources of information, and is ready to teach itself, if only this cramping process was removed. There is no excuse for limiting the range of a boys' mind to such narrow intellectual bounds, as the ordinary reading book, when he is of an age to teach himself with very little oral instruction from the cheap manuals on the ordinary school subjects. These little books can be had for a few pence, bound or sewed together; they make a neat little volume; one was shown to me which cost 11*d.*

As regards the ordinary series of reading books, there is an abundance of them, whether professedly adapted to the New Code or not. Of late the tendency has been to introduce a comic element too largely—fairy tales, ancient mythology, and fables, &c. are of use for exciting the imaginative faculty; but their usefulness in imparting information, such as is required in National schools, may well be questioned. They are of use for reading exercises solely, and were not intended by their compilers to supersede

manuals on other subjects, though either from ignorance or short-sighted economy they have lately done so. I may mention here that there has been a great deterioration in the sewing and binding of the cheaper books. No one who has not witnessed the reading of a large class can estimate the loss of time, patience, and attention that is caused by want or misplacement of pages. Most reading books should have a second rough binding from the cobbler's hands before they can be used with safety in a school. Some progress has been made in prevailing on parents to buy books for their children, with beneficial effects upon the funds of the school, the care of the books, and the home lessons.

Reading.

The ordinary reading books are very fairly adapted to the requirements of the Standards except in two points. 1st. Those adapted to the lower two standards are often so short that the younger children are pretty sure to know the more interesting parts by heart, especially tales. 2nd. The 5th Standard books do not contain sufficient of what can, with the utmost liberality, be considered poetry to be of much use in the cultivation of taste. Reading and recitation have improved considerably in naturalness and expression, especially when children are in the habit of reading to an audience who are without books.

Writing.

In the 2nd Standard children are often allowed to fill their slates with ill-formed copies of whole pages under the eye of a monitor, instead of being restricted to one or two lines with each character carefully formed under the superintendence of a responsible teacher. A slovenly habit of writing is introduced most frequently at this stage, and the insensible acquisition of spelling is prevented by the shapelessness of the boy's own writing. The 3rd Standard boys are not sufficiently practised in their word-by-word dictation. The concentration of attention on each word is prevented by the frequent iteration, in itself a serious fault, of a whole sentence. The writing of Standard IV. frequently suffers from an ill-judged economy in the matter of scribbling paper. The failures in Standard VI. are caused both in writing and arithmetic principally by absence from school.

Arithmetic.

Numeration is now better taught, but the two extremes are still to be found, either not giving out sums at all from dictation, or torturing the lower children by unnecessarily high dictation. Girls are found to fail more often in the higher standards, especially in the fifth, even with the most delicate handling. A little common sense would prevent

the burdening of the memory with useless tables of weights and measures. Why should a girl qualify herself for a knowledge of land measuring or to serve as a jeweller's assistant?

The necessity of standards as efficient tests of a year's work has become fully established. Teachers, when not nervously anxious for the passing of some dull or irregular scholar, feel far less fear as to the appreciation of their labours by the manager and inspector, and definiteness and accuracy are secured without any loss of responsibility. Examinations at stated intervals are far more frequent; individual scholars cannot now complain of special cases of neglect; a general feeling of relief is returning, since the inspector's interpretation of the standards is found to be based on common sense and due allowance for the interruption of school work, the deficiencies of girls, and the natural timidity and nervousness of young children.

Religious Knowledge.—I am glad to be able to report that even the misconception of a lower pecuniary value being attached to religious teaching has not apparently affected the standard of former years. In the best schools the Scripture lessons went on without being in the least affected by thoughts of any money prize or forfeiture that might follow. In some few cases I have found an ostentatious exhibition of extra Scripture lessons, with the intention of combating the shadow of a notion, that a secular system of teaching had superseded the denominational under the Revised Code. In very few schools has the religious teaching suffered, and in only one case have I been compelled to recommend a reduction of the grant on this account. In every case, where misconception has prevailed, I have found managers glad to be relieved from what they felt to be an inconsistency in their position, as responsible for religious teaching, and willing to support me in carrying out your Lordships' directions, that proficiency in religious knowledge should be preliminary to all grants in Church of England schools.

The teaching also improves in character, bearing more upon knowledge of Scripture character than of bare facts, and disentangled from the formal chronology of history. I will notice here two points of deficiency. Explanation and illustrations of expression in our ordinary Liturgical services might naturally be expected from the first classes, but in very few schools do I find such knowledge coming up even to a fair standard. Again, in the teaching of younger children teachers hardly seem to be alive to the

value of Scripture pictures as a means of communication between their own minds and the children's. I have often found young children derive their clearest knowledge of such events as the Crucifixion from a print in a shop window, though the same facts have been given repeatedly in school by oral lessons in clear and simple language.

As regards the other subjects of instruction I have already noticed the neglect into which they have fallen. The amount spent on apparatus is only about 5*l.* on the average per school, a sum barely necessary to keep a decent amount of school material. Even such a simple thing as writing a letter to a friend or a description of any common thing has been objected to as travelling beyond the bounds of the new code. There is every reason to hope that so foolish an abandonment of the higher teaching will be less common for the future, and that the idea of giving systematic instruction to older scholars through the ordinary reading book will be exploded.

I pass from the subjects taught to the teaching power. Schools are not starved in this respect to the extent that was to be feared from the mis-apprehension that the minimum teaching power required by the new code was the maximum necessary for efficient teaching. Assistant teachers are in many cases taking the place of male pupil-teachers. They vary much in efficiency, a considerable part either from lack of ambition or means are unwillingly serving in school till some opportunity of other occupation arises. The better part are those whose friends are unable to give them any help during their training, and are obliged to stay till their twenty-second birthday in a subordinate position. That these latter are in earnest in their choice of a profession is shown by their being ready to accept from 16*s.* to 18*s.* per week, a rate of wages in London lower than those of the ordinary labourer. It would not be requiring too much if these teachers after obtaining their certificates should be compelled to go through a certain period of training in a normal school, the school being remunerated for their training in some similar way to the remuneration paid for students trained before passing the examination.

Pupil-teachers.

The male pupil-teacher organization has suffered a rude shock, the effects of which have been felt for the last three years, and from which there seems at present no prospect of recovery. The Revised Code by stripping the teacher's position of the adventitious advantages enjoyed under the

former system hastened the solution of a question which might otherwise have been deferred for some time, but must have come sooner or later. The old rate of remuneration, which bore a nearer relation to wages at the time it was originally fixed, every year diverges more widely. Managers wrongly attribute to the shock of the new code the entire cessation or deficiency of the supply of such pupil-teachers. Had the old system continued they would have been compelled to supplement the public pay of pupil-teachers by additional pay from the school funds.

Before the new code existed, pupil-teachers latterly were more in the habit of breaking their indentures for other occupations. Considering the class to which the parents of most of our pupil-teachers belong, I do not think it probable that any scale of wages appreciably lower than the money remuneration of labour in the neighbourhood will tempt any considerable number of apprentices to come forward. If habits of saving were more common in this class all other deferred advantages such as are offered by a teacher's position would have their value. Two years hence the male normal schools will have to face a heavy diminution in supply of students, unless they should by that time have organized some other source of supply. The female pupil-teachers have not fallen off in any great degree, except from the retrenchment of managers. I do not find any falling off in attainments or intelligence in those now offered for apprenticeship as compared with those of former years.

In speaking of pupil-teachers we ought to include the case of stipendiary monitors, ranging from the candidates for apprenticeship to the first-class boy singled out for a single morning's teaching. Such monitors, changed from day to day, or from week to week, should not be used except for purely mechanical teaching, and even then only under the master's eye. Monitors cannot give any lesson requiring intelligent systematic teaching without some degree of training. It is better to continue paid monitors in that position rather than apprentice them if they are not likely to carry their apprenticeship through. The decided step required for apprenticeship will often deter a stipendiary monitor from continuing his teaching. At any time a short term of two or three years' apprenticeship may be acceptable to parents who receive a higher rate of wages, and to managers who are willing to pay it for special aptitude shown in teaching.

The chief points neglected in the instruction of pupil-teachers are, practice in reading, and preparation of notes of lessons.

I have found the apprentices of the fourth and fifth years have been left the whole year to mechanical teaching. Considering the comparatively short time that the circumstances of some of the normal schools enable the students to devote to the practising school, it is very desirable that pupil-teachers should acquire the method and fluency of language required for simpler oral lessons.

Night schools.

There has been some little improvement in the numbers in attendance at night schools, and from the encouragement given by the new Minute as to their examination, there is reason to hope for considerable increase. They still fail to attract the bulk of the day-scholars; they are attended by two classes, the best of the former day-scholars and the utterly ignorant. Those who have left the day school with a moderate elementary knowledge, *i.e.*, have reached the 3rd and 4th Standard, do not as a rule proceed further. They have mastered enough learning to scrape through the ordinary business of life.

In the larger towns, while cheap evening amusements have multiplied, the night schools have been less attractive. In most cases the staff of teachers is too small to satisfy the very various conditions of the scholars. There are exceptional cases, where a large staff of teachers and ample pecuniary means allow the managers to establish those divisions between older and younger, the better clothed and the ragged, which are essential to the success of a night school.

I venture to suggest that in all evening schools the period during which the attendances are to be counted should begin and end at the same time, *i.e.*, from the beginning of October to the end of April. It very often happens that the scholars of one session do not reappear at the beginning of the next. A school whose date of inspection is in December is under some disadvantage. The managers must elect either to have their school examined at the end of the session, *i.e.*, in April, in which case they are unable to count the attendances made at the best time, the months of October and November, or to be examined in December, in which case they lose a great many of the scholars of the previous session, and find that only a few of the new scholars have completed the required number of attendances. As under the existing regulations any night school may request to be examined at any time of the year,

there would be no difficulty in allowing the attendances to be counted as above. This would put all schools on an equality as to the bringing forward the greatest number of scholars, a privilege enjoyed at present by all schools whose date of inspection falls between February and December.

Revised Code.

There can be no doubt that the effect of the Revised Code is to give greater soundness to individual attainments, and thereby to raise considerably the average elementary knowledge. It has also the effect of drawing greater attention to and increasing the teacher's acquaintance with individual scholars. As an example of this, I lately examined a school which under the old system of examination I should have marked very fair, where the children were not prepared for examination by Standards. No grant was claimed, inspection was desired chiefly for the sake of the teacher's certificate and subsequent grant to the normal school. Each teacher placed her scholars in the Standard for which she was confident they were fitted, all scholars in the least doubtful being placed in a lower Standard. The result was that instead of 80 per cent. passing, not more than 60 per cent. passed in writing, 50 per cent. in arithmetic. Such a failure would not have been possible had the scholars been individually examined from time to time and prepared for a definite standard of examination. At the same time there is too much attention given to a few of the duller children. Every child that passes being equally profitable, class teaching may be systematically brought down to the level of the lowest, and valuable time is wasted in reiterating something already mastered by all but a very few. Under the former system the brighter scholars were unduly brought forward, the duller children are now forced to bear untimely fruit. Of the two evils the latter is less injurious, but the pecuniary grant to the school from the passing of one or two more children is so small that managers are always willing to co-operate with the inspector in a liberal neglect of the trifling gain. The valuable time thus wasted may be employed in oral lessons on geography, history, &c., which will now in all probability take their proper places without improperly encroaching on the elementary teaching necessary for the purposes of daily life.

Registers.

I am glad to report that registers are very carefully and conscientiously kept. There is still some laxity in obtaining the exact ages at admission. Teachers thereby lay themselves open to suspicions of fraud if a grant is claimed without

examination for a child as under six years of age, when it appears on closer inquiry that the months as well as years of the child's age were not exactly taken at admission, and that it is really some few months older than six years.

On the other hand there is a great amount of useless work in registers. The ordinary registers provide spaces for statistics not required either by managers or the regulation of the Committee of Council. These are filled up with the most careful precision, though perfectly useless. Fully one-half of the statistics recorded in registers are never required.

I have the honour to be, &c.

T. W. SHARPE.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report *of the* Rev. R. Temple, M.A., *upon* Church of England Schools *inspected in* Cheshire *during the Year ending August* 31*st*, 1865.

My Lords,

Schools tabulated according to merit.

In presenting this report to you I shall perhaps be taking the most useful course if I begin with giving a few numerical statements respecting the schools and children that have been inspected by me during the past year.

I have, in the following tables, separated those schools for which annual grants are claimed from those under "simple inspection," *i.e.*, for which no annual grant is asked.

The schools are divided according to the sex and age of the children, and according to the sex of the principal teacher, as well as with reference to the quality of the school.

I have placed the night schools apart from the day schools.

Annual grant schools.

The number of schools for which annual grants are claimed, which I have inspected during the past year is—

Description of School.	Good.	Fair.	Unsatisfactory.	Total.
Boys only - - -	40	21	5	66
Mixed, under Master -	35	19	2	56
Girls only - - -	33	17	6	56
Mixed, under Mistress -	13	6	—	19
Infants - - -	19	14	1	34
Night Schools, Men -	2	8	—	10
„ „ Women -	—	3	—	3
Total - -	142	88	14	244

Simple inspection schools.

The number of schools under "simple inspection" is—

Description of School.	Good.	Fair.	Unsatisfactory.	Total.
Boys only - - -	2	3	1	6
Mixed, under Master -	—	6	2	8
Girls only - - -	1	—	1	2
Mixed, under Mistress -	—	3	4	7
Infants - - -	2	1	1	4
Total - -	5	13	9	27

In these tables when I call a school "good," I mean that the children throughout the school have been so thoroughly grounded in reading, writing, and arithmetic that the failures to pass the examination under the Standards bear an extremely small proportion (say five per cent.) to the "passes;" that the religious instruction and the intelligence of the scholars satisfy me, and that in the upper classes a fair amount of general information has been given to the children. What constitutes a good school.

A "fair" school is one where although these results are not attained yet there is no glaring deficiency, while I am satisfied either that the school is on the way to efficiency, or that there is something in the local circumstances which would prevent the best teacher from attaining perfect success. What constitutes a fair school.

I call a school "unsatisfactory" where the children are ignorant and disorderly, more especially if I am convinced that they will never be better until they are under a new teacher. What constitutes an unsatisfactory school.

Schools under "Simple Inspection."

I take these first because my remarks upon them will be but few. Simple inspection schools.

These schools are such a very small proportion of those which I visit, and they are inspected for such very different reasons, and under such very different circumstances, that it is impossible to make them the basis of any opinion that would apply to them as a whole. Few.

Some are inspected "by request of managers," *i.e.*, some clergyman or landowner who takes a pride in his school, is rich enough to do without grants, and, very rightly, does not ask for them, but thinking inspection useful he applies for it, and his school is visited whenever the inspector can spare time from the more pressing official claims of the "annual grant" schools. Why inspected.

Schools of this class are sure to be well cared for, and are almost always in a satisfactory state, but they are necessarily few and far between, as there are not many people who have both means and inclination to support a good school without aid from the State. By request of managers.

In other cases inspection is sought as the first step towards making a school good and obtaining grants, and here the inspector's duty is rather to advise than to criticise. With regard to future grants.

A third class of schools is inspected because at some time or other grants for building have been received, or "annual grants" have been obtained, and the schools, although no With regard to past grants.

longer receiving them, have not been withdrawn by the managers from inspection.

Retrograding schools.

In days gone by some clergyman or landowner has been active in the cause of education in the neighbourhood, and has accomplished the building of a school room, and the maintenance of efficient teachers and means of instruction, but he is dead, or gone, and no one has arisen to take his place.

Voluntary efforts precarious.

Cases of this kind make one feel how very precarious after all is the provision for the education of the poor when it depends upon individual and voluntary zeal and benevolence.

"Annual Grant" Schools.

Annual grant schools.

This list is of course exhaustive, as I have inspected during the course of the year every school in my district for which a grant is claimed.

Their state under Revised Code.

I am able therefore to form a tolerably correct opinion of the state of these schools as a class, and as this is my first general report since the "Revised Code" came into operation, it may be best for me to arrange my remarks with reference to its effect upon the schools.

The examination under standards.

1. The Examination under the Standards in Reading, Writing, and Arithmetic.

I have no hesitation in saying that the introduction of this examination is an unmixed good.

Its effect beneficial.

The teaching of every class and of all the scholars with equal accuracy and attention is now secured, and I know of no other means by which this result would have been obtained.

When I remember how under the old Code the very best teachers year after year said and believed that with the great mass of their scholars nothing was attainable but spelling of the most "phonetic" kind, and reading that was neither audible nor English; and when I see and hear now child after child, and class after class, satisfy much closer tests than those under which they failed in time past, I cannot help smiling to think that a chorus of inspectors and managers was three years ago echoing the word "impossible" with regard to this now perfectly successful scheme of examination.

The standards themselves are extremely well fixed.

Its apparent object

The object in arranging them was, I imagine, to enable a really good teacher to pass every child, but to render a catastrophe inevitable where every body had not done his duty.

This result is exactly what has been arrived at. successfully attained.

I give a list of schools in which there have been no failures, feeling it at the same time just to say that there are many more where the failures have been hardly appreciable in proportion to the "passes," and which I may well hope to be able to place on this list in my next report. Schools without failures in 1864-65.

In the schools where the failures have been many, I have, I think, invariably found, on talking the state of the school over with the managers, that they have been dissatisfied with the teacher, and have expected "a crash."

Schools in which there have been no failures :—

Arley	Boys.
Birkenhead, Trinity	Boys.
" "	Infants.
Boughton	Infants.
Bunbury	Boys.
Chester, Model	Boys.
Eastham	Mixed, under master.
Grappenhall	Girls.
Knutsford	Boys.
Oulton	Infants.
Oxton	Girls.
Runcorn	Infants.
Sandbach	Girls.
Stretton	Girls.
Tattenhall	Girls.
Tranmere, St. Catherine's	Girls.
Tranmere, St. Paul's	Infants.

During the previous year (1863-64) I kept no list of the schools in which all the children passed, but I distinctly recollect these five were among them,— Ditto in 1863-64.

Chester, Model	Boys.
Eastham	Mixed, under master.
Frodsham	Boys.
Halton	Girls.
Oulton	Girls.

2. General Instruction.

I find that there is no necessity or inclination on the part of good teachers to neglect such subjects as grammar, geography, and history in consequence of the requirements of "the Standards." During the first panic after the "Revised Code" there was a doubt upon the minds of the schoolmasters in my district as to the intentions of the Committee of Council and the inspector, regarding the course which my inspection would take, but now that they are thoroughly convinced that the object of the Revised Code was the improvement of elementary education, not the diffusion of popular ignorance, the conscientious teachers with whom I have to deal teach quite as much as they ever did and teach Revised Code does not discourage general knowledge,

but makes it of greater weight.

it better, because the foundation is better laid, and the methods pursued are less superficial. In the schools where most general instruction is given there have been the fewest failures under the Standards, and where nothing is taught but reading, writing and arithmetic, those very subjects are in the worst state. I remark with great pleasure the readiness with which the teachers in my district have adopted my suggestion that the children should learn to repeat poetry.

Repetition of poetry

produces excellent reading.

The consequence has been a very marked improvement in the reading.

There are three schools in my district where the reading of the first class is so good as to make me feel sorry when the pleasure of hearing it is over, these are,—

Crewe - - - -	Girls.
Oxton - - - -	Girls.
Tranmere, St. Catherine's - -	Girls.

3. Religious Knowledge.

The remarks which I have made on the general instruction will apply here.

Fixed subjects in Scripture.

There has certainly been no deterioration, and the practice which is now extensively adopted in my district of letting the elder scholars read a book of the Old Testament and another of the New Testament, especially for my examination, has given an accuracy to the Scripture instruction which it wanted before.

4. Power of the Inspector to conduct the Examination under the Revised Code.

Labour of inspection under Revised Code

I should not have thought it necessary to say anything upon this point if it had not been much discussed by others, but as it has been dwelt upon I feel bound to express my opinion and to let it go for what it is worth.

To me the present mode of inspection and examination is much more satisfactory than the old method.

I can now arrive at a truer estimate of the state of a school than I could do under the old Code.

less than under Old Code

I do not find that the time spent is greater, or the fatigue experienced so great as in past days, and the diminution of travelling consequent upon the subdivision of districts has been a great saving of patience and strength.

with system.

It seem to me that wherever the will to work and the power to systematize work exist, an inspector's labour is

decidedly lightened by the Revised Code, and the arrangements which accompanied it.

5. Managers and Teachers.

Relation of inspector to managers and teachers satisfactory.

While the cheerfulness and energy with which both managers and teachers have settled to work under the new system are admirable, I owe them a special debt of gratitude for the total absence of any inclination to interfere with my processes of inspection, or my decisions under the Standards.

When the finances of a school depend upon the performance of Tommy Jones in monosyllables, and the fate of Tommy Jones is trembling in the balance, the temptation to the manager or teacher to interfere must be very great, and, if the child fail the inclination to remonstrate and appeal must be even greater, and yet I can safely say, that I never am troubled with the slightest interposition or dispute. On the contrary, the suggestion "to give him another chance" always comes from me, and is generally answered by "we are perfectly satisfied."

Neglect in filling up Forms.

I may perhaps be allowed to say that much trouble would be saved to managers, teachers, and myself, if the papers were always filled up *before* my arrival, and if the teachers would carefully read the "Supplementary Rules" before entering the names in the "Examination Schedule." I strongly recommend, too, that as soon as one inspection is over the teacher should arrange his classes according to the Standards of the next inspection, and should make each child understand what its Standard at the next inspection will be.

Arrangement of children for inspection.

It would also make my work much easier if the children were arranged *according to their places* on the "Examination Schedule" *before* I come into the school to inspect.

Examination by managers.

I would suggest, too, that the managers or teachers would do well to examine their schools once a month in a manner and by tests as much like mine as possible.

6. Night Schools.

Increase of night schools.

There has been an increase of night schools in my district during the past year, but there are only two that I can call good, although there are others which will soon deserve that epithet if they are able to fulfil their first promise.

Difficulties attending them.

Night schools seem to me not only to have to overcome the obstacle created by the tired state of the scholars who come to their lessons after a hard days' work, but also to suffer from the difficulty which the managers constantly

feel in deciding upon the direction which the instruction should take. A night school may either be devoted to giving ignorant adults a knowledge of their alphabet and of the mere rudiments of reading and writing, or it may be made a supplement to the day school, so that the education there begun may be carried higher and wider. Where means exist it would be well to have two night schools, one elementary and the other advanced, but very few parishes can afford to adopt this plan. Where this is impossible I should be much inclined, were I a manager, to devote the night school to the continued instruction of the old day scholars, considering that I owed my first duty to them, and that, in this day when schools are everywhere accessible, those who neglected their opportunities when they were young must take the consequences of that neglect. I believe, too, that the attempt to teach the first elements of reading to grown-up men is, for the most part, a weary waste of labour. In the two night schools which I call "good" (St. James' Congleton and Marple High Lane), considerable care is taken to exercise the intelligence of the scholars, especially in the higher branches of arithmetic.

Neglect of last Minute on night schools.

The managers in my district do not seem to be aware of the recent Minute which enables them to examine night schools during the session, instead of collecting the scholars for the inspector's visit, which must, in many cases take place in summer when the night school is closed. If this Minute were acted upon, the amount of grant obtained would generally be increased.

7. General Condition of the Schools in my District.

Revised Code.

Educational results.

Taking the schools in my district as a whole, I consider that the results of the past year are satisfactory, and that the operation of the *educational* provisions of the Revised Code has been decidedly beneficial.

Administrative results.

The *administrative* simplicity introduced into the relations between the managers and the Council Office, and the clearer definition of the position in which teachers stand to their employers, are a great improvement upon the interminable questionings and correspondence of the past.

Financial state of schools.

As regards the *financial* state of the schools in my district, I think, speaking generally, that no harm has been done to education in any respect but one ; and, of course, if a saving of public money can be made without any corresponding disadvantage, a positive benefit is conferred upon

the country. In the case of pupil-teachers, however, it does seem to me that some of the schools in my district are suffering and that more are likely to suffer deterioration. I am certain that no teacher ungifted with superhuman strength can teach more than fifty children well with the help of monitors alone. More pupil-teachers needed.

This is entirely a question of expense, and no one is more throughly convinced than I am, that in states as in households there are many desirable things which it is the duty of honest men to forego because they cannot afford them; but if the cost could be borne it certainly would be a great gain to education, at least in my district, if 4*s.* more per child were allowed on examination, and if the managers were required to provide a larger number of pupil-teachers in proportion to the scholars (say one for the first forty, and one for every thirty afterwards) than they provide at present. If they can be afforded.

In concluding my report I may, perhaps, be allowed to express my gratification at finding my work under the Revised Code and in a new district so satisfactory, although (perhaps, *because*) it is so constant and engrossing, and to add that I owe this pleasure largely to the courtesy and consideration which I receive from the school managers of my district. Conclusion.

I have the honour to remain, &c.

R. Temple.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Course of Scripture Instruction for Pupil-teachers in my District.

First Year.

Genesis, Exodus, St. Luke's Gospel.

Second Year.

The Pentateuch, Gospels of St. Matthew, St. Mark, and St. Luke.

Third Year.

Joshua, Judges, 1st and 2nd of Samuel, the Acts of the Apostles.

Fourth Year.

The remaining historical books of the Old Testament, the Gospel of St. John.

Fifth Year.

A general knowledge of the Prophets and Psalms with special reference to our Lord.

A general knowledge of the Epistles, and of the circumstances under which they were written.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. W. WARBURTON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* HAMPSHIRE *and the* ISLE OF WIGHT.

MY LORDS, January 1866.

I WAS not called upon for a report on the schools under my inspection in 1864, and during the two years which have passed since the date of my last report to your Lordships the new regulations have come into full operation. My district is now a comparatively small one, and I have myself inspected almost all, if not all, my schools twice consecutively under the Revised Code. I proceed to sum up as briefly as I can the results which appear to me to have followed from its introduction, so far as they have affected the condition and prospects of the Church of England schools inspected in Hampshire and the Isle of Wight.

School funds.

(1.) As to the question of money, I believe it is now generally admitted by school managers that they receive more than they expected their schools would have been able to earn when they first heard that grants would in future be made upon the principle of payment for results.* I do not find that schools have suffered much by the curtailment of certain grants, except in one particular, to which I shall venture to call your Lordships' attention in speaking of pupil-teachers. The difference is most felt by the masters and mistresses, who in most cases, though not by any means in all, are in a worse pecuniary position than they were under the former system. Additional subscriptions have been called forth by the necessity of the case, a more careful supervision of accounts, a preference for serviceable over tasteful or ornamental school appliances, a less wear and tear of maps and diagrams, and an insistance upon greater regularity of attendance, have all contributed in a greater or less degree to make both ends meet; and the fears so often expressed, that schools would have to be shut up for want of funds, have certainly proved unfounded as far as my district is concerned. Additional pecuniary responsibility is doubtless thrown upon managers, and various expedients have been, and are being, tried to distribute this responsibility, and to make teachers bear their share of it; but I am not aware of any instance in which the latter have been placed in such a position with respect to the

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* The actual amount earned has been at the rate of 8*s.* 8½*d.* per head of the scholars in average attendance.

funds as to make them independent of that control and authority on the part of the managers which are indispensable to the maintenance of elementary schools upon their present footing.

I cannot leave this subject without mentioning first,—on behalf of the supporters of schools, that they appear to feel very keenly the uncertainty of their financial calculations, as liable to be so largely affected by the choice of a fortunate or unfortunate day for the inspection of the school. Prevalent, even if not epidemic sickness, bad weather, or some local excitement, may make a very serious difference in the amount earned by a school, however well conducted; and your inspector is liable to appeals for postponement which are difficult to resist, but which, if complied with, would be highly inconvenient, and involve an unjustifiable loss of time.

There is another evil, and I think a serious one, connected with the manner in which the grant is earned, though the school authorities are directly responsible for any consequences which may follow. They, feeling how much depends on a good muster for the inspection, insist (sometimes against the remonstrances of parents) on the appearance of children who are not sufficiently recovered from dangerous or infectious complaints, to make their attendance safe, either for themselves or others. At a time when scarlatina was epidemic in a thickly populated district, I had children brought to be examined with throats bandaged and skin peeling, who ought certainly to have been in bed, and one of whom had to be taken away during the examination. On another occasion the manager of a school, after the examination was, as I thought, completed, came to me, and said that he would be much obliged if I would examine five children who were waiting in the classroom, as it was unsafe to introduce them into the schoolroom; and I subsequently found the mother of one of these children crying outside the door from anxiety respecting her little boy, who had been brought out of his sick room in order to be present at the inspection.

Religious instruction.

(2.) I regret to say that it has been my duty on more than one occasion to recommend a deduction being made from the grant earned by the scholars, on account of defective religious instruction. This is, of course, a difficult and delicate subject to deal with, and one in which differences of opinion between the inspector and the managers are peculiarly liable to arise, and it is very hard for the former to satisfy even himself that the deficiency is so marked or

certain as to make a deduction necessary; but my own impression is that in many schools the same amount of time and care is not now given to the preparation of children in the Bible and catechism as formerly; and in the accuracy of the repetition of the latter there is a falling off, of which the most unskilled listener can judge for himself.

Discipline.

(3.) I now come to the question of discipline, which is second in importance only to the last. It appears to stand upon much the same footing under the new, as under the former regulations, continuing, that is, to be a necessary condition of all Government assistance; but I believe that the requirements of the Revised Code afford several incidental helps towards the establishment and maintenance of good discipline, and that there is every reason to be satisfied with the result of its working in this respect. The presence or absence of copying, and attempts to get or give clandestine assistance during examination,—the manner in which the scholars set about their work, earnestly and independently, or otherwise,—whether they are quiet and orderly, without becoming sullen during the unavoidable intervals in which one or other of the classes is unemployed,—all those points afford a very fair test of the school's discipline in its most important aspect; and I have observed a marked improvement in all these particulars between the first and latest inspections under the Revised Code. It is evident that the attention of managers and teachers has been awakened, by observing the process and the results of the present examinations, to defects of which they were not aware, and which were certainly not so prominently brought out under the old system of inspection. There is, moreover, an immense advantage which they are beginning to feel, if they have not yet appreciated it, in the necessity which now exists for classifying the children relatively to their proficiency, and ascertaining accurately what position each child is in with respect to attainments, whether backward in all subjects, or backward in some but forward in others,—and for registering the progress which each individual child is making in each subject. This has, of course, always been the supposed rule of proceeding in all tolerably good schools, but it is now a necessity of the most practical kind, as directly affecting the amount of the grant from Government, and it is telling very effectively on the schools themselves, and giving them an organic unity and completeness which they wanted before. I may here be permitted to say that I think the authorities of schools, far from being kept in the dark

respecting the success or failure of each child, ought to be allowed, or even required, to provide themselves with a copy of the examination schedule after the inspector has made his marks upon it, and erased the names of the qualified scholars absent on the day of inspection. I should, moreover, consider it an advantage that such a list should be entered in the log-book, and even placed in a conspicuous part of the school-room for reference during the year.

Reading.

(4.) With respect to reading, I should be very sorry to undervalue the importance of the improvement which has been brought about by practically enforcing the teaching of the alphabet and monosyllables, and testing it by individual examination; I cannot but feel, however, that at present the tendency is to be content with a minimum of quality in the higher classes. If a boy or girl may be pronounced "safe," I doubt whether much pains would now be taken to make him or her read really well,—not only intelligibly and fluently, but intelligently and agreeably, and there is an enormous difference between the two. I have heard advanced children, in the past year, articulate and pronounce sesquipedalian words with accuracy and apparent ease, who consequently "passed" with flying colours, but their performance gave me the impression, so disagreeable to a listener, that they were not following, or trying to follow, the author's meaning. It is unsatisfactory to pass, but, I presume, impossible to reject, readers of this kind.

Writing.

(5.) Writing is, I think, decidedly improving. The failures in Standard I. are often to be attributed as much to very young children failing to comprehend what is required of them, as to their inability to do it. In the 2nd Standard, failures are rare; in the 3rd, where elementary dictation and no longer transcription, is the exercise, they are more frequent; while in the 4th, 5th, and 6th, the standard of excellence varies immensely in different schools, considered as wholes, much more than in different individuals in one school. It would appear that a certain characteristic type of handwriting becomes established in a school to which all the children come to conform, though they may learn from copperplate examples. One great advantage of the present system is that children are more frequently practised in writing upon paper.

Arithmetic

(6.) By far the greatest number of failures in my schools occurs in arithmetic, and I confess to some disappointment as to the results anticipated from the importance assigned to this subject in the examination scale. In the 2nd

Standard especially, the failures abound, for there the children first come to face the difficulties of notation, and have, moreover, to pass the double ordeal of slate work and the repetition of the multiplication table. It rarely happens that a boy or, still less a girl, succeeds in getting all the details of a bill of parcels right; and in working the practice sums, if they have made a mistake in principle, they seldom or never seem to be brought up by finding an answer ten times greater or ten times less than a moment's reflection would have shown them it could be.

General character of instruction.

(7.) And this observation leads me to speak of a particular in which schools have in my judgment retrograded. I do not hazard an opinion on the abstract question, how far it may be desirable that grants from the state should be limited to encouraging the teaching of certain definite elementary and necessary things to the children of the poor, or whether some cultivation of the intelligence and expansion of the ideas of the children could or could not be justifiably added to these aims; I merely state a fact which has come under my personal observation, that whereas under the superseded system, among the chief objects kept in view by managers and teachers was to awaken the intelligence and to train the understandings of the children, and give them some initiation into the pleasures as well as the pains of learning, and open up glimpses here and there of a world beyond the sphere of their own daily associations,—the tendency of the present system has been to discourage such ambition, and to concentrate time and labour upon the one object of passing the children. If an expression or allusion occurs in the reading lesson, which would admit of illustration, such as the teacher has been trained to seek, or make, opportunities of giving, the doubt arises in his mind whether it will not be better to pass it by, and not interrupt the reading practice for the sake of the remoter gain of awakening the interest or developing the intelligence of the scholar.

Side by side with mechanical reading, another abuse of the present system of examination appears to be producing unfortunate results. I mean the substitution of the exercise of dictation, valuable as it is, for original composition, even in the highest classes of good schools. Owing partly to this, and partly to the practical discontinuance of the teaching of grammar, provision is no longer made in elementary schools for the scholars' learning to express themselves correctly in their own language, and the results are very apparent in their ungrammatical, roundabout answers

under vivâ voce examination, and in their being less capable of giving an account, in their own words, of some common object set them as a subject for composition,—an exercise which a few years ago was considered of primary importance, and one to which much weight was given by the inspector in judging of the merits of a school. I have also noticed a marked decline in the proficiency of the pupil-teachers in geography and grammar, as compared with the rest of their work, and this I attribute to their no longer having the advantage of constantly giving lessons in these subjects to their classes in the ordinary routine of schoolwork.

(8.) I feel bound to represent to your Lordships that very serious evils result from the (practical) abolition of pupil-teachers in schools containing between 50 and 90 children, a class which includes the majority of country schools,—55 per cent. of all in my district. I hold it to be impossible for one teacher to do justice to more than 50 children, especially where, as is frequently the case, one quarter of these are infants. Paid monitors are not always employed, and when they are, the remuneration offered is too small to secure the services of the most intelligent among the scholars, and their responsibility is so slight, that they are a very poor substitute for pupil-teachers. My almost daily experience has convinced me of the urgent necessity which exists for taking some steps to remedy this evil, and I trust that I shall not be transgressing the limits of practical suggestions, if I venture to submit that it would be strictly in accordance with the principle of payment for results that a small moderate gratuity should be claimable annually by the managers of schools with an average attendance of between 50 and 90 children, on condition of their presenting a duly qualified pupil-teacher, who should produce the required certificates and pass the ordinary examination for his standing. Pupil-teachers.

If this plan were thought to be open to objections, some provision ought to be made for ensuring the engagement of monitors for a term of not less than six months, in *all* schools with an average attendance of from 50 to 90, certainly in those schools of this size in places where no junior school or department is appropriated to the infant children. I do not think that these schools can be maintained in efficiency unless something of this kind is done. The penalty which comes in the shape of a deduction from the grant for failures in passing, ought perhaps to bring home to school managers the necessity of taking some such steps

without external pressure, but this loss is not, in the judgment of many, so directly referable to the inadequacy of the staff, as to induce them to incur the certain expense of strengthening it, with a view to a contingent increase in the grant.

Both managers and teachers of schools in general fully appreciate the difference in the value of the services of monitors and pupil-teachers, and if they could rely with tolerable certainty upon even a small grant in aid, they would often be willing to undertake the additional charge, which would, after all, be inconsiderable, especially in the earlier stages of apprenticeship, as the wages of a tolerable monitor cannot be reckoned at less than 2*s.* 6*d.* or 3*s.* a week.

Attendance. (9.) It is discouraging to find how a large number out of the children on the books, and even out of those present on the day of inspection, fail to complete the very moderate number of attendances required to enable them to be presented for examination. In my district last year I inspected about 18,000, but examined only 13,000,—including infants under six,—who had kept their 200 attendances, while the number on the school registers was no less than 21,000. In short, out of every 21 scholars 13 only had attended 200 times out of the 440 or 450 occasions on which the schools had been open during the year. Such irregularity as this is almost enough of itself to account for the slow progress of education among the working classes in the country, and evidences among other things an amount of indifference on the part of the parents, which is perhaps the least hopeful feature in the case.

I have the honour to be, &c.

WILLIAM WARBURTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. F. WATKINS, B.D., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* YORK, LINCOLN, *and* NOTTINGHAM.

MY LORDS,

General remarks.

My last report to you was for the year 1863. Since its date my district has been changed twice. It consists now of a part of the south of Yorkshire in the West Riding, of the north of Nottinghamshire, and of the north and north-east of the county of Lincoln. It is irregular in shape and inconvenient in its circumstances. This is obvious to any one looking at the map of England. The district stretches from Garforth near Leeds to Belleau near Alford. There are few railroads in its southern portion; the turnpike roads are notoriously bad, the means of conveyance few and poor. The Humber and the Trent, unbridged below Gainsborough, practically cut off the north of Lincoln from Yorkshire and Notts. Places which seem near to each other on the map are by these rivers made at a great distance. Yet no one who is in haste or is encumbered with carriage and horses should trust himself to the ferry-boats; they are slow, cumbrous, and costly. Nor should an inspector, if he reckon on a fair day's work in school, travel with one horse to it. He will lose some of the best hours of the day for his work. I do not say this in complaint; I state it plainly *in limine*, to guard against complaint which might possibly be made of the inspector's wasted time, and of the wasted public money. I am glad, however, to find, by reference to the General Report of the Committee of Council on Education for last year, that my work has been above the average in amount. That average is to each inspector 190 schools or departments, with an attendance of 18,280 children. My return for this year is 267 schools, with an attendance of 27,146 children. I need hardly say that my assistant (Mr. Buckle) has taken a very good share of this work.

Comparison of districts.

The educational position of this district may be shown by comparison with my late district. In Yorkshire alone there were 602 certificated teachers and 1,107 pupil-teachers. There are in this compound of Yorkshire, Nottinghamshire, and Lincolnshire only 221 certificated teachers and 181 pupil-teachers, the population of the latter being very small compared with that of the former, and the schools being chiefly in villages or in small agricultural towns. I am aware that some of the great difference observable here

must be attributed to the large and constant decrease of pupil-teachers, to which I shall allude presently.

My work during the official year has been as follows :—

	Departments.					
	Boys.	Girls.	Infants.	Mixed.	Night.	Total.
Inspected schools, 181 -	52	35	42	118	20	267
Of these were—						
Schools receiving Annual grants, 160 -	47	34	38	103	19	241
Schools under simple inspection, 21 - -	5	1	4	15	1	26

So that nine-tenths of the work was done in schools receiving annual grants and conducted by certificated teachers.

Certificated teachers.

And here I must enter my protest against the strange opinion that there is little or no difference observable between schools under certificated teachers and those under uncertificated. I have had a large experience of both. Almost always the difference is very great and striking to an observant eye. It is observable not only in the higher standard of attainments, in the quicker and steadier progress of the children, but in a better state of discipline and in larger formation of character and habits. I do not say that there are not any good schools under uncertificated teachers, but they are few and exceptional. Nor do I assert that there are not bad schools under certificated teachers; but in such cases my belief is that the teacher ought not to have had his certificate rather than that the school ought not to have had a certificated teacher. I fear that in some instances certificates have been given without sufficient evidence of the power of school-keeping.

Let me now make a few remarks on the three classes of schools,—

1. Receiving annual grants.
2. Night schools.
3. Schools under simple inspection.

Day-schools receiving annual grants.

First, day-schools receiving annual grants. These are all under certificated teachers; nearly half of them are mixed schools containing boys and girls taught together in the morning and separated in the afternoon, when the girls are instructed in needlework by a sewing mistress. These mixed schools are increasing and likely to increase, as more

economical than separate rooms for the two sexes, and, under proper management, probably tending to a higher tone of manners and morals. The most important point to the managers and teachers of annual grant schools is the result of their yearly examination by the inspector. It is well known that the examination is confined to three subjects, for which capitation grants are made—Reading, Writing, and Arithmetic; but in the schools of our Church a preliminary examination is made in Religious Knowledge, including under that head Holy Scripture, the Catechism, and Prayer Book of the Church of England.

Examinations.

The result of the examinations in my district, as tabulated in the Educational Department of the Privy Council Office, is this, that

Above 90½ per cent. have passed in reading;
Nearly 86 „ „ writing;
Nearly 83 „ „ arithmetic.

This is on the whole a satisfactory result. It is above the average of England and Wales, which stands thus—

In reading	-	88·13 pass.
In writing	-	86·02 „
In arithmetic	-	76·31 „

And there are always some children (probably 5 per cent.) in every examination who are either nervous, or have headache or toothache (very common in that class), or a "bad finger," or who from some such cause cannot do themselves justice in it, and so fail to pass. At the same time it should be stated (though I have no accurate returns on this point) that the number of passes in the three higher standards is not so large in proportion as in the three lower, and that both in the number of children presented in them and in the number of passes the fifth and sixth standards are not what they ought to be. The proportion of passes in each subject is instructive, especially when it is compared with the return of the night schools (given below). It shows, as I conceive, that the subject which requires the greatest intellectual power, and therefore is the least attainable by young children, is arithmetic, though in this, as in all other subjects, much is owing to the manner in which it is taught.

Reading.

I will make a few remarks on each of the subjects of examination. With regard to reading, as to the mere power of reading correctly and fluently, I think that there has been decided improvement under the new Code, especially in the lower classes of schools. My assistant (Mr.

Buckle), whose testimony on this point, from his experience as a schoolmaster, is particularly valuable, is of opinion that there is great improvement in this respect in the lower (1st and 2nd) standards. But the question remains which I ventured to ask in my last report,—What is the object of reading? The art of reading is only a means to an end. And I find (as I stated in that report) that children even of the higher standards (5th and 6th) are able to read correctly and fluently, and yet at the same time to remain in a great degree ignorant of the subject-matter of the lesson. At present candidates are passed in this subject if they have the power of merely reading a lesson. Ought this to be the case, unless, on further examination, they show that they understand it, that they really know the meaning of most of the words used, can explain some of the allusions made, and show some knowledge of persons and places mentioned in it? If they can do none of these things of what use is the lesson to them? Is the barren reading-power likely to bring forth any fruit?

Writing. In marking the subject of *writing* there is a practical difficulty to the inspector. There are really two points to be considered, two subjects before him, the quality of the hand-writing and the ability to spell correctly from dictation. I have always endeavoured to throw the two together and strike a balance in the marks given; but it seems that this is hardly fair. If a child write a very good hand, he ought to pass in writing; but if at the same time he spell badly, (and this is no uncommon case,) ought no notice to be taken of his deficiency? A great part of the trial of a dictation exercise lies in the spelling. I have always considered three errors in it as failure, and marked it accordingly. In this subject also as in arithmetic when given from dictation there is the great practical difficulty of enabling all the

Dictation. children in a large standard to hear what is dictated. It is easy to see on looking over the exercises that some of the children have not heard what has been said and have made mistakes in consequence. But it is not easy to settle how many of such mistakes are of the mind and not of the ear.

Arithmetic. On this account, therefore, in making a remark on the third subject, arithmetic, I should much regret if it were required (as I find is the practice of some of Her Majesty's inspectors) to propose the sums to the different standards by dictation and not (according to our instructions) by writing them on the black-board. I have been told of a case, and have no doubt of its truth, where nearly the whole of a standard failed in arithmetic because the inspector had

a husky voice and did not turn his face towards the candidates when he dictated their sums. Every allowance should be made for nervous children. And any one who has tried the experiment will know how difficult it is for persons who are not nervous to catch the words of a stranger's voice (probably never heard before) in a large and, often, echoing room, in which are six or more large classes of excited children being examined or waiting to be examined, and two examiners proceeding with their work at the same time.

In the subject of arithmetic I can also report considerable improvement in the formation of figures. More instruction in numeration and notation is still needed in the lower standards of many schools. Problems should be set as well as book-work to the higher standards.

On the whole the three elementary subjects of examination which earn the capitation grant may be said to be taught successfully and to gain a creditable income for schools.

Religious knowledge.

In our Church schools there is also that most important but unpaid subject, religious knowledge. It is not easy to test its state. For to test it thoroughly from the highest class to the lowest of a large school—to test it not by simultaneous answering, which is often the noisy utterance of a few loud voices, a confused chorus in which the many take up the cry of the one—but by individual answers of children in all parts of the class, and in all classes of the school, takes up a great deal more of an inspector's day than he can conveniently or possibly give to it. It is really a work of several hours, which frequently is condensed into one. Under such circumstances it is only fair that he should lean to the favourable side in his judgment, and report leniently where it is hardly possible for him to examine thoroughly. In addition to this difficulty there is another of no small importance. Religious knowledge is the preliminary to other examinations in our Church schools. If the examination in it be not satisfactory grave warning is given for the ensuing year. If it be a failure, the inspector need examine no further into the other subjects. They may be excellently taught, they may be intelligently received, but, in the failure of religious knowledge, they can earn no money for the school. They may be 20 per cent. higher than in the neighbouring dissenting school, but they are worthless in obtaining income. I for one do not complain of this. If the Church be the religious teacher of the people it is reasonable and right that it should show its fitness as a teacher, and should before all things

impart religious knowledge to its children. But it is a serious thing for an inspector, especially for a young and inexperienced man, to cut off by his decision, formed often if not on insufficient grounds, at least in a very short space of time, a considerable part of the income of a school, and at the same time to affix upon it a mark of great disgrace. I could wish myself that it were made imperative on the clergyman of the parish and some of the managers of a school to be present at this part of the inspector's examination and judge for themselves, as well as by his judgment, what is the state of religious knowledge. They might be of considerable use to him as assessors in modifying his opinion, might become more acquainted than they were before with the real state of the children's knowledge on this most important subject, and more disposed to co-operate with the teacher in removing any obstacles to its improvement.

Rank of parents.

With regard to the other circumstances of these schools (annual grant) I am struck with the small return of parents above the class dependent on manual labour, or taking rank as such. It amounts only to $2\frac{1}{2}$ per cent. of the whole number. This, if a fair criterion, would seem to imply that in our Church schools only $2\frac{1}{2}$ per cent. of the scholars are the children of persons above the class of daily labourers. But I am inclined to think that this is not the case, and that the return is actually but unintentionally incorrect. There are in almost every village school more than five per cent. of children of farmers and well-off mechanics. And in every town school there is at least the same number of tradesmen's children and well-paid workmen who employ others under them. In all these cases the capitation grant should not be made. But the inspector has little opportunity of judging the real facts. He must to a very great degree take the lists as they are presented to him. He may pick out a child here and there and inquire into his parentage and circumstances, but he can do little beyond this.

Payments.

In connexion with this point I find that the parents in my present district do not pay more than two-fifths of the cost of their children's schooling, the remainder, three-fifths, is paid from other sources. We may take it thus :—

Children's pence, *i.e.* payment of parents - 40 per cent.
Government grant - - about $30\frac{1}{2}$,,
Voluntary subscriptions, endowments, &c. $29\frac{1}{2}$,,

so that the Government and their richer neighbours pay about an equal share towards the education of the working classes, considerably more than half, 60 per cent., between them. It may well be questioned whether in a country

like this it is desirable that the working classes should be assisted to any greater extent in bringing up their children, and whether it is not a benefit to them to contribute as much of their wages as this to an object of such primary importance.

Age of children.

The age of school children remains much the same as it has been for the last 20 years. Little can be done to induce their longer stay at school. More than half of the whole number (nearly 52 per cent.) in my district are between the ages of 6 and 10; of the remainder a considerable majority (nearly 26 per cent.) are under the age of six years, and the rest (about 22 per cent.) above the age of 10. But of these little more than $3\frac{1}{2}$ per cent. are of and above the age of 13. I do not think it desirable, if it were possible, to keep children of the working classes beyond this age in a day school, as otherwise they would lose their most formative years for their work in life. But the certainty that they must leave the day school at this early age should strongly impress all who are interested in their education with the importance and absolute necessity of soundness in laying its foundation in the elementary school, and the importance if not absolute necessity of the night school as its adjunct and supplement.

Night schools.

Only 20 night schools have come under inspection in my district during the official year. There are two points in which they always differ from the day-school. One is of discipline, viz. as to the attendance at the time of examination. In day-schools the attendance on this occasion is almost always larger than the average; more than 18 per cent. in the schools inspected by me during the year. But in the night schools it is always less, more than 26 per cent. in the year.

The other point of difference is in the result of the examination. In the night-schools the return of the three subjects is as follows:

In reading	- -	nearly 90 per cent. passed.
In writing	- -	about $81\frac{1}{2}$ „ „
In arithmetic	- -	nearly 90 „ „

It will be seen by reference to the return of the day-schools that arithmetic stands much higher here, that it not only is better than writing but stands on an equality with reading. This is probably in some measure owing to the greater power of older minds in dealing with an abstract subject, and in some degree also to a sense of its practical value in the common work of life. On the whole it seems from the return of examinations that the knowledge of the

night scholars is in advance of that of the day scholars to a small extent (as 261 to 259). But the comparison between candidates of such different ages is hardly fair. Night schools are generally deficient in discipline, the attendance is irregular, and the scholars often unpunctual. A large night-school in a country village, or in a small agricultural town is generally noisy, frequently unruly. At one which I inspected in Notts the mischievous and uncouth lads, amongst whom I had been obliged to enforce a stricter discipline than usual, took their revenge by placing a ladder and some chairs in a dark passage through which the clergyman and I had to pass on our way out, obviously that we might tumble over them. The arrangement also of candidates in the respective standards at night-schools is unsatisfactory, and needs revision. They are, I believe, presented in standards too low for their age and circumstances.

Simple-inspection schools.

I have found time during the year for the inspection of 21 schools not receiving annual grants. I was anxious to do this, as I have long been of opinion that, both from their number and their circumstances, these schools are deserving of more attention than they generally receive. For the most part they are situate in country villages. They are not large in size, but sufficient for the population by which they are surrounded. They are important, because they are generally the only means of education to a very uneducated and out of the way class of children. Their local means of support are very small. Their teachers in general are of moderate attainments, and sometimes of uncertain character. Their school material, books, slates, and other apparatus is almost always scanty. The results produced under such circumstances are naturally unsatisfactory. How can it well be otherwise? I have analysed the circumstances of such schools inspected by me during the year, and they are these. I except one from this return, being a highly endowed school in a manufacturing town (Sheffield), altogether different in character and means from other simple inspection schools.

Of 20 schools, there are in agricultural villages - 13
One of these is good, two very fair, and one fair.
In manufacturing and mining villages, not one more than tolerable - - - - - 6
In manufacturing towns - - - - 1

Almost all of them are badly found in all things necessary for elementary education. Fourteen of them are

under male teachers, six under females, four of whom are ex-pupil-teachers. The irregularity of attendance may be inferred from the fact that the number present at inspection was more than 34 per cent. greater than the number in average attendance. In several of them the only reading book was the Bible and Testament. In some there were no slates. In others were broken windows, damp floors, discoloured walls, and roofs out of repair; the alleged cause of all these evils and shortcomings is the same everywhere, want of funds. This is a sufficient reason, if it can be fairly given. Can it in these cases? I am able to answer this question fairly, as I have known these places for many years.

In *six* cases I believe that the chief fault lies with the clergyman, who is not really interested in the state of the school.

In *eight* others the evil is directly owing to inefficient teachers, and indirectly to the clergyman for not removing them.

In *three* there are no funds, nor any means of obtaining them.

The three remaining are schools quite as good as schools under the same local circumstances receiving annual grants.

On the whole I have no doubt that out of the 20 places there are only three where, if proper exertions were used, and full advantage taken of the assistance offered by the public grants, a sufficient income might not be raised for the support of a good school under a competent teacher. The three exceptional places are hamlets in wild districts, where other schools are supported by the mother church, and there are no residents of means sufficient to give aid to any extent.

Pupil-teachers.

I have alluded in the beginning of this report to the great decrease of pupil-teachers during the last two years. From the fact of my district having been twice changed in that period I cannot make an exact comparison as to its state in this respect; but I find that there are but 181 pupil-teachers, *i.e.*, 77 males and 104 females in my present district. In the part of it formed from the south of Yorkshire, including the towns of Sheffield, Rotherham, Doncaster, Thorne, Goole, and Selby, there are only 50 school-places in which apprentices, 62 B. + 82 G. = 144.

In Nottinghamshire, with the towns of Retford, and Worksop, only seven places with pupil-teachers, 5 B. + 11 G. = 16.

In Lincolnshire, having the towns of Barton, Brigg, Gainsborough, Caistor, Market Rasen, Grimsby, and Louth, 12 places where there are pupil-teachers, 10 B. + 11 G. = 21.

So that out of 160 schools receiving annual grants more than half of them are now without pupil-teachers. Considering pupil-teachers as the chief reservoir from which the great supply of schoolmasters and mistresses is to be drawn, their diminishing quantity is a fact of great importance for the future, as it is also a cause of present inconvenience and embarrassment to managers and teachers of schools. Their place is not adequately supplied by assistant-teachers, as, however more valuable an assistant may be than a single pupil-teacher, he cannot be in two places at once and so fill up the want that is felt in every large school of a separate and efficient teacher for every one of its large classes. In addition also to this there is great difficulty in my district in procuring assistant-teachers, even with the offer of 40*l.* per annum for salary.

Many schools are, in consequence, falling back on the old monitorial system, which has no recommendation but its cheapness. Parents reasonably object to it, "They can't "teach them *noat*." And young monitors certainly have no power either of teaching or enforcing discipline.

Associations for needlework.

I have found in Lincolnshire associations of ladies for the encouragement of needlework in church schools. One in the neighbourhood of Louth came particularly under my notice. It gives annual prizes for needlework, graduated with great care and judgment according to the age and class of the children. It begins with what may be called its alphabet, and goes upwards by easy and well fixed steps to its culminating point in a shirt or night-dress of fine linen. There seems to be a great and healthy emulation excited by it in the neighbouring schools. The work of a school, distinguished by its motto, is sent to Louth, examined by the judges, (a committee of ladies,) and publicly exhibited for two days, one of which is a holiday for the school children. The effect produced is very evident, not only in creditable needlework in all the associated schools, but in the uniform goodness of the work through all the classes of a school. It would not, I think, be difficult to say, on looking at its needlework, whether or not a school belonged to the association. The ladies who manage it, and their energetic secretary, deserve much praise both for the good sense and the kindly spirit with which they carry out their object.

I have frequently observed with regret, in local news-

papers after the inspection of a school, flaming paragraphs about its results, that "the inspector expressed himself "highly pleased;" that "the examination was most satis- "factory to the managers;" that "the attainments of the "children were far above average;" that "all the ques- "tions were answered with rapidity and precision," &c., when the inspector has never expressed an opinion on the subject, when the managers were not even present at the examination, and when the state of the school would be expressed by the word "moderate," a word well known and often used in such circumstances by the inspectors. I have sometimes thought that it would be right to notice such statements and show their untruth, but have concluded hitherto that it would be wiser to treat them as below notice, and as of no use towards the object for which they are framed. They can proceed only from one source, and certainly are not evidences of an improved standard of education in telling the simple truth. It would be well if some public and authoritative notice could be circulated every year of the state of schools under inspection, both as an encouragement to the good and a warning to bad schools. Local newspapers would, for the most part, gladly publish such notice, and thus be the means of conveying very useful information to their readers. At present there is no means of forming an opinion upon the state of a school, or detecting the untruths and exaggerations, either favourable or unfavourable, which may be circulated about it. There is no public standard to which appeal may be made. The knowledge of this fact is a great protection to quackery and charlatanism in what is called "the "educational world." Newspapers.

I have the honour to be, &c.

FREDERICK WATKINS.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, C. H. ALDERSON, Esq., *on the* BRITISH *and other* PROTESTANT SCHOOLS *inspected by him in the* EASTERN *and* METROPOLITAN *Counties.*

MY LORDS, 7, Upper Portland Place, W.

I HAVE the honour to lay before you my report for the year ending August 31st, 1865.

Examinations under the Revised Code.

Two years ago, in my last general report, I mentioned that the per-centage of failure in the standard examination which the Revised Code prescribes amounted to 25 per cent. In other words, the schools in my district succeeded in obtaining three-quarters of the money obtainable by individual examination. Last year this per-centage was reduced to about 18, and now I am able to report a still further reduction. The per-centage of failure for the year to which this report refers is between 14 and 15. The elementary instruction may therefore be said to have gained in accuracy more than four per cent. during the past year, and nearly ten per cent. in the last two years, taken together. This is, at first sight, a very satisfactory result. But it is necessary to bear in mind that the per-centage of success, taken by itself, and without regard to other circumstances, is a very inadequate criterion of the suitableness of the instruction. It is no great merit in a scholar to do accurately what he does easily, or what is confessedly within and below his attainments. A high per-centage of success shows that a school is taught certain things, and taught them accurately; but whether those things are the things which they ought to be learning, regard being had to their age, standing, and advantages, it wholly fails to show. What is excellent in a child of seven is fair in a child of 10, and indifferent in a child of 13; and yet all three, perhaps, appear in the same standard, and from your Lordships' point of view the master is entitled to as much credit for the success of one as the other. If, as I believe it constantly happens, children are presented for examination greatly below the level of their attainments, a successful result so obtained denotes neither a satisfactory state of instruction nor industrious work on the part of the teacher. This is one of the causes of the discrepancy which sometimes occurs between the inspector's report on the school and his entry on the teacher's certificate. He has not merely to examine so many individual children, but also to endeavour to assess the value of the master's year's work. The ex-

amination schedule tells one tale, the observations of the examiner tell another. I have found, for instance, in some cases a variety of small indications of indolence on the part of the teacher. There may have been symptoms of the numbers having been artificially kept down, so as to lighten his labour, or an undue proportion of the school may have been presented in the easiest standards; and yet when the scholars come to be individually examined, they prove to be, so to say, task-perfect. Under these circumstances the inspector is placed in a position of considerable embarrassment. Is he to condemn or qualify his commendation on surmise alone, or, when he comes to pronounce on the teachers' work, is he to look only or mainly at the number of scholars who have succeeded in passing? It is true that in reporting to your Lordships he can append to his report such remarks as the case may appear to him to call for. But the mischief is done when it is allowed to go forth to the neighbourhood, as it is pretty sure to do, without comment or qualification, that the examination has been a success. The per-centage of success is published in the local newspaper, and parents are misled or very imperfectly informed about the real state of the school which their children attend. Again, in comparing one school with another, the bare per-centage of success is an unreliable criterion of relative efficiency. The number of passes may be equal, and the state of instruction different. In one the scholars may have just scrambled through the prescribed exercises, while in the other they may have done them superfluously well. Or many more children may have been presented in the higher standards in the one case than in the other. Thus, though the financial result may be the same, the attainments of the two schools may differ widely, and the merit of their teachers be proportionately unequal.

Grouping of children under Standards.

The point which has given me most trouble under the present system of examination has been the grouping of the children. I have had no little difficulty in satisfying myself that they were so arranged as that the examination should really test their ordinary instruction. In saying this I am far from imputing to managers or teachers any deliberate intention to deprive it of its stringency. As was only natural in a new state of things, all sorts of false notions have circulated among them with regard to their duty in arranging the scholars. In Birmingham I found that it was understood that, at the first inspection under the Revised Code no scholars need be placed higher than Standard IV., however competent to do the work of the highest

grades. In other places an exaggerated idea of the degree of accuracy required has prevailed, and has led teachers to discount the allowance which every sensible examiner makes for a certain sprinkling of blunders, by placing their scholars one standard lower than they ought to go. Sometimes the grouping has been affected by the teacher failing to keep in view, with sufficient precision, the exact requirements of the Government examination. Upon the whole, over-caution, an indisposition to accept the reasonable amount of risk which attends every examination, is the motive that appears to operate most strongly. This is excusable where so much depends on the day's performance, but its consequences are very mischievous. If a scholar is placed too low in the first instance, he will probably be placed too low in all the succeeding examinations. An error of this kind made in starting is very unlikely to be rectified by any subsequent advancement. Thus it is quite possible that a boy may run his whole course at school and leave it without having had his attainments once really tested. Before he is cast for a particular standard the utmost pains should be taken to ascertain the powers of a new scholar. The stringency not only of the primary examination, but of all the following ones, is at stake, since, as I have pointed out, if he be wrongly presented at the outset, he will in all probability be wrongly presented throughout the whole of his school career.

Supplementary Rules 8 and 9.

I do not forget that it is the object of two of the supplementary rules to prevent an abuse of the discretionary power lodged in the hands of teachers and managers to fix the standard in which a child shall pass. By the 9th supplementary rule your Lordships require, under certain penalties, one class, *i.e.*, all who are to be examined as members of one class, to be presented at least above Standard III. This is a useful, but I doubt whether it is a sufficiently stringent regulation. The introduction in it of the term "class" seems to me to open the door to its practical evasion. By a first class (and it is seldom that any other is presented above Standard III.) is meant the highest division of the school which is instructed together. I do not believe that it always has this meaning when it appears in the 7th column of the examination schedule. There its meaning is not unfrequently pared down to those few isolated scholars who are fit, in the teacher's opinion, to pass above Standard III. Instead of the classification being something anterior to and independent of the inspection, the scheme of the standards virtually prescribes it. I

have often inquired of the teacher in what sense the two or three children presented above Standard III. constitute "one class," and as often failed to get a satisfactory answer. I have found other children learning geography, and possibly grammar, in common with these, yet returned as belonging to a lower class. The word is too elastic to be of any use in maintaining the proper stringency of the examination. I believe that your Lordships' purpose would be better effected by requiring that *a certain proportion of the scholars*, and not one class, should be presented above Standard III. The rule, so formulated, would admit of but one interpretation.

Character of the examination under Revised Code.

Individual examination has done great good in compelling teachers to attend to the lower classes of their schools. On the other hand, it fails to test the powers of the higher classes. I think it a very good test of a bad school, and a very indifferent one of a good school. It runs like a sword through a mass of half-acquired, ill-digested knowledge, and lays bare the shortcomings of an incompetent teacher with striking effect. But it is too mechanical, monotonous, and unelastic to be an adequate test of the school work of a conscientious and vigorous teacher. It is not merely that it stops short of geography, grammar, and history, subjects which may be said to have latterly fallen into decay. Within its limits there are many "notes" of a good school, which it either disregards or insufficiently tests. It is essential, for instance, in reading, that a child should know the meaning of the words he reads. He should be asked to define words of a certain difficulty. At present the inspector has not time to test the children properly on this point. So in numeration, which, as a requirement, is restricted now to the youngest children, there can be no better proof of *thought* in a child than the ability to write down correctly from dictation a complex number, consisting of seven or eight figures. It is to be regretted that an exercise, which had an educational as well as an arithmetical value, should be practically discarded. Again, I doubt whether one can fairly judge of a boy's spelling power from the single sentence of dictation which he is at present called on to write. If he spells well it hardly gives him an opportunity to do himself justice, if he is a bad speller the trial is too short to exhibit fully his deficiency. It is true, of course, that it is the principle of the Revised Code to require a minimum only, and that it leaves the teacher free to teach what else he pleases. His liberty to supplement and extend the requirements of the Code is quite unfettered.

But experience shows that he will not spend much time over branches of instruction which are ignored or unremunerative. He thinks he has done quite enough when he offers the State its pound of flesh in the shape of so much reading, writing, and ciphering. Thus the unpaid subjects will never compete with the paid subjects. I believe that the Revised Code has been welcomed by many teachers for no other reason than that it has given them something definite to work for, and relieved them from the responsibility of deciding what to teach and what to omit to teach. The uncertainty of range in the old examination harassed and perplexed them. Now they know exactly what they have to do. The relief which they thus experience disinclines them to go beyond the tether of the codal requirements. The construction of a type of education suitable for our elementary schools out of the double element of instruction which the State exacts, and instruction which it approves but does not insist on, will prove, I believe, in practice, and in the present temper of teachers, very difficult.

Children who do not fulfil Article 4.

Your Lordships' efforts to limit the Parliamentary grant more strictly to the children of persons living by manual labour have not been ineffectual. No less than 1,357 passes have been deducted in my district during the last year on the ground of the parent not answering that description. And as in many cases the scholars of this class are not presented at all, the total number excluded from the grant on this account is even greater. I have lost no opportunity of impressing on school managers that it is a part of their function, and a very important part, to decide whether the children for whom they claim a grant are, in point of status, eligible. One could wish that their decisions showed rather more uniformity, and that they proceeded less often on vague surmises. But they have accepted the duty in a fair and candid spirit, and in most cases are laudably anxious to co-operate with your Lordships in this matter. It is, however, not unfrequently left to the teacher to determine the question of the parent's status. This is a manifest impropriety. Not only is he less likely to be well informed than a committee of managers, but the arrangements with regard to his salary often make him the last person to whom such a duty can with propriety be delegated.

Effect of Revised Code on infant schools and night schools.

The effect of the Revised Code on infant schools has been decidedly beneficial. The improvement in this direction is due, I believe, to the requirement of a separate certificated teacher where the infant class exceeds the number of 40.

Before this was insisted on, the infant class attached to a mixed school too often presented the same spectacle at each successive inspection of a group of ill-taught, ill-disciplined children. Now it is becoming in many instances the nucleus of a separate school, to be managed by a teacher specially trained for the work. In schools with two departments, one juvenile, the other infant, I find a good deal of jealousy existing between the teachers with regard to the preparation of the children to be presented in Standard I. There is an inclination on the part of the master to draw the whole work of the standards into his own hands, and to leave no part of it to the infant teacher, who can hardly be expected to work with spirit if she has no share in this responsibility. Out of 12,198 children presented for examination in the last year, only 936 were scholars of infant schools, a paltry proportion of the total number presented in Standard I. In the absence of special objections, I think it an arrangement not merely wise in itself, but only fair to the infant mistress to intrust to her the task of preparing children for Standard I.

I do not find that the Revised Code has given the expected stimulus to night schools. The total number of evening scholars examined in the year is only 159. The new method of allowing the managers to conduct the examination, transmitting the papers to the Council Office for revision, is a valuable relaxation of previous rules. Still it is only by an accident that a night school is examined when at its best. It is a consequence of regarding it as a third meeting of the day school that the inspector's reports on both must go in together. If a day school is fixed for inspection in the earlier part of the winter, say November, the night school must be examined in the course of the same month; or, if its examination be postponed to a more favourable time, the payment of the grant to the day school must be postponed also. Night scholars can hardly be expected to do themselves justice if the attendances which qualify them for presentation have been obtained not in one continuous course, but in broken periods of two successive winters. The interval of the summer obliterates a great part of their instruction.

Exclusion of stupid children.

One tendency of the system of paying for results requires to be watched. There will always be a sprinkling of children who, from natural stupidity, parental neglect, or the claims of labour, will never be remunerative scholars. Such children, I fear, will find themselves gradually excluded from our elementary schools. It has been facetiously sug-

gested that it will soon be necessary for some benevolent educationist to open schools for dunces. What is inevitable is, that under the present system, natural capacity in a scholar must be a paramount consideration with managers and teachers, and one on which admission to school will to a great extent depend. If the choice lies between a boy who is sure to pass and one who is doubtful, it would be unreasonable to expect that the former should not be preferred. And yet on all other grounds except that of natural parts the dull boy might have a better claim to admission. His parents might be poorer, his opportunities for schooling less frequent, he might be a parishioner, while the clever boy was a stranger. All these considerations would be outbalanced by that of the respective pecuniary value of the two applicants. Payment for results unquestionably operates as a stimulus to teachers. But this stimulus is all in one direction. It is an inducement to concentrate their efforts on scholars who will yield a return in the shape of a grant of eight shillings. It is a temptation to reject those from whose inferior abilities no direct profit is likely to be derived.

I have the honour to be, &c.

C. H. Alderson.

To the Right Honourable
The Lords of the Committee of Council on Education.

NOTICE.

Copy of a Memorandum by Her Majesty's Inspector, Mr. Matthew Arnold.

I was away so many months last year, and so large a proportion of my most important schools were inspected by Mr. Alderson, that I do not propose to furnish a General Report this time.

M. Arnold.

January 17, 1866.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, E. H. BRODIE, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in* SOUTH LANCASHIRE.

MY LORDS, January 1866.

SINCE I had the honour of presenting my last report, two years ago, my district has been changed to that of South Lancashire. This report, according to the instructions received from your Lordships, will confine itself to remarks on the state of the schools in this district inspected by me during the past official year, and to such few suggestions for their improvement as have occurred to me, and seem worth mentioning. Arranging my report under heads, as the most simple and convenient plan, I first have a word or two to say on the district.

(1.) DISTRICT.

The extent of country now traversed by me in official tours comprises only South Lancashire, a district even more populous, though infinitely more contracted in area, possessing much less diversity of feature, and involving also much less fatigue and expenditure of time in locomotion than my former one. As it has been under inspection as long or longer than any part of England, no time need be wasted here in describing it, as regarded from the educational point of view. Suffice it to say that my work as an inspector of Denominational schools lies almost wholly in the large towns or their immediate suburbs, visits to purely rural schools being extremely rare.

(2.) REVISED CODE.

The Revised Code which introduced a totally different system of examination and payments naturally presents itself as the readiest starting point for my remarks on the actual state of schools. I proceed therefore at once to state its results and effects so far as they have disclosed themselves before me, and to offer such comments and explanations briefly as may be expected from one whose daily business it is to watch its workings and report upon their fruits.

Payment by results.

The summaries of my "tabulated reports" for the year past disclose the following results of examination, and of payment consequent thereon, in the annual grant schools.

Number of day scholars in all Standards presented for examination, 17,251. Passed in reading, 15,467; writing,

15,811 ; arithmetic, 14,282. Not taking night schools at present into consideration nor the deduction of payments under Art. IV. for those pupils not belonging to the manual labour class, but looking merely at the actual number passed in the three specified subjects of examination, the above result is far from unsatisfactory.

The total number presented for examination is 17,251. Each child being examined in three subjects, the above number multiplied by three would give the total number of possible passes = 51,753 ; the actual passes are 45,560, a fraction over ·88. Considering that many of the children who failed were infants, and that of others not a few had been in the preceding year placed in a Standard too high for their real attainments, and therefore this year had again to be presented in a higher Standard, the rule being that no child is to be presented twice in the same Standard, it is very creditable on the whole to the 116 schools of this district that the failures have not exceeded and indeed slightly fallen short of 12 per cent. The obvious rejoinder that will be made is that this result is merely quantitative, that it does not disclose the real *quality* of the instruction given, that a great number of children may only just pass, in short merely hobble through the ordeal, and so that what was intended to be a searching test may in reality be a most deceptive one.

Does this quantitative result show all the truth?

I should venture as a counter-rejoinder to say that the value of the test must depend on the officer who employs it, and as this report concerns myself alone, will state cursorily the way in which schools are examined by me with the help of my assistant, so as to arrive, if we possibly can, at what the children *really know.*

Reading.

In the lower Standards, as regards reading, it is expected that all the very smallest and easiest monosyllables should be *read*, not spelt painfully through, and then perhaps only half-said or mis-called. So in the intermediate Standards common easy average sentences are expected to be read off, if not fluently, at least without much stumbling and stopping. In the higher Standards, fifth and sixth, except for very unfamiliar and unusually difficult words, still less allowance is made, and still more fluency and somewhat of expression is required. From every reader audibility is expected, but whilst older pupils are listened to from a moderate distance, and occasionally without the book, little children, especially in infant schools, are permitted to approach close. Nor, as a rule, are these children nervous if they really can do what is required. On the contrary

they rattle off the words, answer the simple questions in arithmetic glibly enough, and show their slates with shining faces and plenty of alacrity. Nervousness in fact, it is a strange coincidence, seems to be the constant attendant of ignorance, and where the teacher is gloomy and dull the children are frightened and sheepish, and if, as sometimes happens, the coming inspection is held up as a bugbear, no wonder that the children hang their heads and speak, or rather murmur, below their breath.

Writing. Legibility and the true formation of letters is the test of writing, less allowance in proportion being made as we ascend to the higher Standards for deficiencies in these essentials, the spelling also of all ordinary words being rigidly scrutinised above Standard II.

Arithmetic. In this subject, as I believe is generally the case, most failures take place, especially since all teachers have been warned by me that numeration and notation commensurate at least with the true understanding of the sums worked, and the relative value of figures employed will invariably be expected as one of the truest tests as to the actual knowledge of the subject.

In Standard I. any child who can as required write figures on a slate up to 20, and solve either on slate or orally such little puzzles as $5 - 2$, $3 + 4$, and the like is immediately passed, and a fair time is allowed to each either to work or state the answer.

In Standard II. numeration, at least as far as hundreds is expected, and in the higher Standards thousands and millions, sums, if not written verbally on cards, being dictated.

Copying. It remains to add that every precaution is taken against copying and collusion, the children receiving different cards, and if after being forewarned they still persist in talking and helping each other, their slates or papers are taken from them and the word "copying" is set against their names in the schedule. But in truth the inexperienced artfulness of children defeats itself, and they more frequently copy each other's errors than what is correct.

Circumstances. How far circumstances, a vague word which I use in default of a better, should be taken into account, either general of the school or special of the individual, in passing children is a nice point, which however tact and experience easily determine. As a rule, *unless very exceptional*, I hold that an inspector has nothing to do with them. He may make a special note of them in his general report on the school, but they ought not to affect the examination of

the pupils themselves. Such a very exceptional circumstance in the case of a school is that of a sudden epidemic, or such an event in this neighbourhood as the total paralysis of labour, when it lately occurred by the cotton famine. Lesser circumstances than these, such as reassembling after vacation and change of teachers, cannot be taken into account. For, save the last-mentioned, all these and similar points are exactly those over which a wise teacher perceiving their effect on the general state of his school should keep a sharp look-out; nor can I too frequently repeat that after every allowance for circumstances has been made, still the sum of my observation amounts to this, that school and teacher are mutual mirrors, and most surely and accurately reflect the one the other, excellent schools having been found under most discouraging circumstances, and the worst on the other hand, though "with all appliances and means to boot." As to individual cases, in reading such a case as that of stammering occurs, or as regards writing, an accident may have deprived a boy of the use of his hand for the time. In these cases special means must be adopted to ascertain the pupil's real knowledge. But irregularity or absence, even arising from circumstances over which the child has no control, and its consequent ignorance cannot be allowed for, for again all these things are far more directly under the teacher's power and supervision than some of them, putting forward such excuses, nor seeing that they accuse themselves seem to imagine.

The examination of Revised Code does obtain accurate results.

An examination so conducted, if it does not perfectly sift the quality of the instruction imparted, yet does seem to me to throw on the whole a very searching and a very steady light into every hole and corner, and to gather up a truly accurate and real account of what work has been done in the school during the year, and this account will have an accumulative force and value every successive year by reference to preceding ones. Of the much greater honesty of the present system to every one concerned in it, the State who gives, the managers who receive, the teachers who are paid as they work, the inspector who examines, I need not speak. In this one respect alone the present examination system far surpasses the old; but to this advantage may be added, in my opinion, others also; much less interference on the part of the State with the independent management of the school, less arbitrary Standards and more precise instructions to inspectors, much more intimate union between committees and their schools than formerly, readier means of getting rid of

Honesty of present system.

Other advantages.

pupil-teachers either unsuitable in character or deficient in ability.

Are so-called higher branches neglected?

One other objection to the present system, put forward strongly against it at the first, and still often insisted on remains to be noticed. The so-called higher branches, viz.; geography, grammar, history, are, it is asserted, necessarily thrust aside, schoolmasters will do no more than the prescribed minimum, education must soon be at zero point, and nothing will be inculcated but the "three R's," those commonplace but necessary branches of knowledge. As regards my own district, I emphatically assert that such is not the case; examination in these subjects often takes place, the result being noticed in the report, and the best schoolmasters constantly assert that nothing would go more to disparage the character of their school and its well-earned reputation than the suspicion getting abroad that those higher subjects were neglected. Even, however, if in some schools, situated in less favourable parts of the district, and where attendance is necessarily somewhat less regular, some parts of the time-table, as of a ship's cargo in a storm, must be sacrificed, the laying the foundation thoroughly of those studies, which once mastered are the three keys of all knowledge, seems to me infinitely more important than the inculcation of a partial smattering of other subjects, which are of less absolutely vital importance, comparatively sooner forgotten, and in the first stage of education decidedly less adapted for a daily routine of mental discipline.

Further, when we carefully regard all the obstacles hindering our teachers and impeding the progress of their pupils, it may well be considered whether that is a small result which has been obtained, when it is certified that a child can read, write, and cipher satisfactorily. Increasing experience of schools and teaching more completely convinces me that the production of these results, I mean not half-results, but real substantial ones, so as that a child, having mastered the faculties, so to say, of reading, writing, and ciphering, could no more unlearn or forget the way or uses of them, than he who has learnt how to skate and swim skating and swimming, demands not merely labour and patience and conscientious diligence, but no mean intellectual qualities also, vigilant activities, and a certain niceness of either natural or acquired taste in constant exercitation. For to take the art of obtaining good reading alone, not only must the teacher impart all the mechanical rules of correct utterance and pronunciation, insist

on audibility, correct faulty or imperfect articulation, but if he really aim at producing satisfactory reading, much more if he would have it pleasant and agreeable, then must he be sensitively aliveto every defect, whether of punctuation, emphasis, feeling, or expression.

A story was once told in my hearing of a little girl, who when admitted to see her father, a convict, read to him in her childish way Wordsworth's exquisite "Lucy Gray," by which the man was so moved as to exclaim "it was the "sweetest sad tale that ever he heard"—words, which repeated to the poet more gratified him than all the praises of the best critics. This little girl was perhaps an exception, one of Nature's rarities; but to produce a result similar to what had in her case, I know not how, been produced, is the end at which the scrupulous teacher should aim, and demands of his art much toil and much skill.

To teach the "three R's" really well is, all circumstances of our elementary schools considered, to achieve no trifling success, though far from me be it to proscribe other branches of instruction. Let us teach all that *can* be taught, but *first* the essentials and *thoroughly*.

(3.) Suggestions as to some Points in Revised Code.

A Seventh Standard desirable.

The consideration of the last subject leads me to suggest whether it might not be desirable to add a 7th Standard, embracing such subjects as grammar and geography in an elementary way. At present no child, who stays on in a school, is examined beyond the 6th Standard, and negatively at least, this has a tendency, if not positively, to limit education, and even to encourage teachers to neglect such pupils as have passed through all the Standards, and this just at that age when the mind growing restless and somewhat purposeless, peculiarly needs, for many reasons, some incentive to study. Such an idea, as I have stated, seems to me worthy of consideration, and its realization would, I think, have a tendency to keep children a little longer at school.

Transition in arithmetic from Standard I. to II. too hard.

It has occurred to me, and it has been stated to me by others, who take a real interest in schools and watch their progress, as also occurring to them, that the sudden transition from merely counting, adding, and subtracting figures up to 10 (which is all that is required of children in group 1), to the mastering of addition and subtraction in the 2nd Standard is too hard a step, and this is confirmed by finding that the majority of failures take place in the 2nd Standard. Subtraction is perhaps the hardest of all the

four rules to make ordinary children fully grasp and understand, and I am inclined to think that it should not be insisted on till the 3rd Standard, and would substitute simple multiplication by one figure, or as far, perhaps, as 12 in its place.

(4.) Pupil-teachers.

The general health of pupil-teachers in this district during the past year seems to me to have been on the whole satisfactory. The number examined and present in the schools was 350, of assistant-teachers 31. As the district has only come under my observation within the last year I forbear at present entering on what I have always wished to treat at some length and with most accurate knowledge, namely, the health, condition, education, and practical value of the pupil-teachers. No part of an inspector's work is more interesting than to trace the gradual progress of these young boys and girls from their first admission as candidates through the various years of their apprenticeship, and subsequent training, till they return again, as most of them do, to take charge of schools and themselves be the trainers of other pupil-teachers. Nor is there any part of the present system on the whole more important. As remarks from a former report of mine have been quoted with a view to prove that the pupil-teacher system was breaking down, I wish to state that I cannot think that my remarks, such as they were, justify that conclusion in the least, nor did I write with any view whatever to depreciate the pupil-teacher body. On the contrary I am wholly persuaded, that if healthy pupil-teachers are selected, (and your Lordship's have carefully issued very definite statements on this point, Revised Code, Article 88, p. 12) and carefully looked after, not being overworked especially in their first years, then that there is no fear of their breaking down, whilst without entering deeply here into their merits I will content myself with saying that I am fully convinced that no system yet invented can in any way compare for excellence with the present, susceptible as this may be of improvement. Indeed, where, as in the best schools of our large towns, harmony and confidence exist between the head-teacher and the pupil-teachers under him, it is almost marvellous how admirably the education machine works and with what fruitful results. It has happened, indeed, to me heretofore to dwell on the other side of the picture, and to state, perhaps with undue harshness, certainly not

Health.

with conscious exaggeration, the defects of pupil-teachers, because it has always seemed to me more useful to dwell on what requires improvement, not censoriously, however, than to praise what was satisfactory and to make vague general statements. Nor do I now shrink from stating that I still should like to see more accuracy in the examinations of pupil-teachers, and more thought expended on their answers, especially in the matter of composition, which has always seemed to me one of their weakest points; but looking at them as a body, and considering their age and social position, I am well satisfied on the whole both with the work done by them as teachers, and with the proficiency shown by them in their studies.

Salaries.

Their salaries under the New Code have certainly not *generally* shown any tendency to diminish, except in the case of girls occasionally, and usually the terms are very much as formerly, sometimes with small yearly bonuses added, conditional on their conduct, teaching, and satisfactory examination.

(5.) Night Schools.

The number of pupils examined in night schools during the year has been 820, at least three-fourths being males. The numbers passed have been in reading 757, writing 726, arithmetic 668; a result quite satisfactory, and so far as I have seen elsewhere, I am inclined to think that no part of England does better work of this kind, though the schools might for the population be more numerous.

(6.) Infant Schools.

The number of children under six years of age, for whom payments have been made without examination is 3,621. The great majority of these belong to infant schools to the managers of which schools the concession made early in the present year by your Lordships as to payment in certain cases of absence has been received with much gratification.

Object lessons, &c.

As to the teaching and management of these schools I am truly glad to say that I think I perceive improvement. The object lessons are generally more fruitful of instruction than they were, those on numbers better graduated and oftener associated with the black-board, and the accounts of animals from the large animal sheet, which I never cease to recommend as part of the school apparatus, and to call for on my annual visit, more life-like, simple, and interesting.

(7). Needlework.

In girls' schools I always demand to see needlework of the plainest, most useful, and practical kind, darning and mending being also asked for. On the whole the schools in this district show very fair results in this branch of female instruction. At Liverpool the needlework of all the female pupil-teachers from all the schools inspected by me in that town is brought to the Hibernian school on the day of the pupil-teacher examination, and placed in a class-room, whilst the pupil-teachers are working their papers. It is there carefully scrutinized by several ladies who kindly undertake this work for me, and appraise each specimen's value by a corresponding mark. This plan, which I inherited from my predecessor, Dr. Morell, works very well, and induces a healthy rivalry.

Female pupil-teachers' needlework at Liverpool.

(8). Simple Inspection Schools.

Six "simple inspection" schools have been visited during the year, of which the St. Helens' British School by very far the best, alone seemed to me in a really creditable state of efficiency. This school is largely endowed, has a very efficient committee, thoroughly good premises, and a competent staff of teachers, conditions of success which fall to the lot of few schools of this class.

(9). Log-book and Portfolios.

Log-books and portfolios are not kept in all schools as they should be, the latter, when they are at hand on the day of inspection, being frequently almost destitute of contents, or exhibiting a very ill-assorted arrangement of letters. As to log-book entries, except among the very best teachers, I do not find them kept in a very methodical, serviceable, or thoughtful manner. When asked by teachers to suggest what should be entered, I have referred them to the Code, and advised that they should as carefully study what they are told not to enter, as the opposite. Such events as managers' visits, brief results of examinations, notes on the comparative success of different methods of discipline and instruction, directions to subordinate teachers, and vigilant supervision as to how they have been carried out, and with what results, are the chief points which I have stated as most worthy of recording.

There is, however, a graver fault than the ill-keeping of log-books. It is the want of familiar knowledge on the part of teachers, even more than of managers, in many instances with the exact requirements of the Code, and, as a consequence, imperfect preparation on the day of ex-

amination. Too many cases of this sort have occurred during the last year, though the Revised Code is now no longer new. Though older teachers are sometimes not prepared as they should be, the most frequent delinquents are those fresh from Normal schools, who, whatever else they may have learnt there do not seem to have grasped the details of an important branch of school-management entering into their future duties. The chief points I refer to are the absence of signatures from Examination Schedules, names wrongly entered, absence of details under certain columns as of age, or previous Standard when last examined, the want of paper, which should be provided for the upper Standards, and similar little points of detail, which a little foresight and accurate attention would take care were not overlooked, so that on the Inspector's arrival the examination might proceed without unnecessary stoppages frequently recurring.

(10). Article IV.—Manual Labour Class.

I close this report with reference to a most important topic. Article IV. of the "Revised Code" states that the education grant is intended only for children of the labouring classes, those who support themselves by manual labour, and Rule 10 of the "Supplementary Rules" suggests various modes of ascertaining whether a child is or is not of this class. Having hailed this rule with much satisfaction, I much regret now to report that I think it impotent to elicit the truth, even when backed by all the inquiries which can be made on the inspection day. Truth is notoriously difficult to obtain in a breeches pocket question, as the income tax shows. I find that out of 17,251 presented for examination $\frac{8}{10}\frac{8}{0}$ths of whom passed, not 200 have been excluded from payment, as being above the manual labour class, and in night schools out of 727 passed, 5 only for similar reasons. That this is very far from representing the real state of the case in this district at least I am very sure; and the fact is doubly important, when according to the latest statistics, 50,000 children of the lowest class are stated to be running about the streets of Manchester and Salford alone entirely without education despite all our schools, and the repeated assertion that the "school-master is abroad."

Passes deducted.

I have the honour to be, &c.

E. H. Brodie.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector,* H. E. OAKELEY, Esq., M.A., *late Fellow and Lecturer of Jesus College, Cambridge, on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* NORTHUMBERLAND, DURHAM, CUMBERLAND, WESTMORELAND, *and parts of* LANCASHIRE AND YORKSHIRE.

MY LORDS,

I HAVE the honour to present to your Lordships my first general report, for the year ending August 31st, 1865.

The district assigned to me extends to the coast on the east and west sides, to the Scottish border on the north, and on the south it is nearly bounded by a straight line drawn from Preston, in Lancashire, to Redcar on the Yorkshire coast.

The number of schools visited was 121, containing 140 separate departments; of these, 111 schools (130 departments) are in receipt of annual grants, for which the other 10 schools, from various causes, are not qualified.

Number present.

In the former class I found present, 9,807 boys, and 6,749 girls. In the latter, 575 boys, and 221 girls. Adding to these numbers 291 scholars who attended the examinations in 14 night schools, the total number present was 17,643.

General results.

Taking first the day schools receiving annual grants, I give a table which shows the general result of the examinations in reading, writing, and arithmetic.

No. of Departments.	No. in average attendance.	Present at examination.	Actually examined.	Failures per cent.			
				Reading.	Writing,	Arithmetic.	General result.
130	14,345	16,556	10,219	10·5	15	22·1	15·9

Here infant schools are included. In the next table, which shows the same general results for the counties in the district taken separately, the infant schools are not reckoned.

COUNTY.	No. of Departments.	No. in average attendance.	Present.	Examined.	Failures per cent. in			
					Reading.	Writing.	Arithmetic.	General result.
Durham - -	39	4,689	5,490	3,508	8·7	12·5	20·6	13·9
Northumberland	34	3,349	3,666	2,587	8·3	13·8	19	13·7
Cumberland -	12	1,449	1,636	1,078	12·5	16·2	24·6	17·7
Westmoreland -	6	693	839	573	11·5	13·6	24·4	16·5
Lancashire - -	9	921	1,074	682	16	25	29·3	23·4
Yorkshire - -	18	1,738	2,081	1,332	11·5	17·3	24·8	17·9

Working of New Code.

I believe I may report that, with few exceptions, both managers and teachers are not merely reconciled to, but prefer, the new scope and method of the examination in the standard subjects. I cannot agree with those who think that the intellectual tone of schools will deteriorate in consequence of the attention of the scholars being mainly (in some cases entirely) fixed on reading, writing, and arithmetic. The best schools have made little or no variation their time tables, and as regards some in which extra subjects have been dropped, I can only say that even with the increased time and attention given to the "standard subjects," there is still much room for improvement in them, and till this is made, to take up other work would lead to a general superficiality. A very significant statement, which bears closely on this point, was made in the Report of the Royal Commissioners in 1860, that though 83·37 per cent. of the scholars attending evening schools in the specimen districts had attended day schools, yet almost all were learning to read, write, and cypher. In the discussion of this question it is necessary to bear in mind that two-thirds of the children attending my schools are under ten years of age, and that very nearly the same proportion have been at school less than two years. I do not at all mean to undervalue the great importance of grammar and geography, and it is my invariable practice to look for some knowledge of them, except in rural and backward places, but I hold that the standard subjects should be considered of essential and prior importance.

Finances.

As to the financial operation of the New Code, managers are often agreeably surprised to find that after all the somewhat unreasonable apprehensions, they receive little less than the former grants, whilst in some cases they are gainers. Where there is a loss the school income can generally be made up to the requisite sum by increasing the school pence, which often bear an absurdly small proportion to the parent's wages. I find (since I began to take notes on this point, some six months ago), that the average fee paid by 7,238 children in 56 schools is 3*d.* a week, and

7	per cent.	pay less than 2*d.*
32	„	„ 2*d.*
31	„	„ 3*d.*
20	„	„ 4*d.*
10	„	more than 4*d.*

In my district the wages are very high. The agricultural labourers of Cumberland and Westmoreland receive from 16*s.* to 18*s.* a week. The miners in Durham and Northum-

berland earn on the average 27*s.* a week, with a house rent-free, and an unlimited supply of coals. A little boy, employed as a "trapper," whose only business is to open and shut a door, is paid 1*s.* a day; or as a "driver," from 9*s.* to 15*s.* a week; and this is the commonest and least skilled labour. In the iron districts surrounding that rapidly increasing town, Middlesbro'-on-Tees, skilled labourers get from 2*l.* to 3*l.* a week, or more, and men working under them 20*s.* to 30*s.* Now these people are perfectly able, and I believe, generally speaking, willing to pay, on the average, at least 4*d.* a week; some more, some less. This would represent (say) $\frac{1}{75}$th part of the week's wage; the middle classes paying frequently $\frac{1}{6}$th to $\frac{1}{10}$th for similar purposes. The average increase over the present rate would be 1*d.* a week; but an average increase of less than $\frac{1}{2}d.$ would, in the aggregate, amount to a considerably greater sum than the difference between the grants under the Revised Code and what they would have been under the Old Code.

Where the school pence have been moderately increased, for a time the numbers have fallen off, but in six or eight months in all the cases with which I am acquainted they have risen to the former standard. The real difficulty in towns is to be referred to the competition of schools of different denominations. The managers of any given school fear that if the pence were raised the children would migrate to a neighbouring school. This obstacle, however, is generally capable of being removed by a mutual understanding, the pence being raised simultaneously at all the schools in the town.

In many instances, too, the school finances have been relieved by causing the children to purchase their own slates and books, which is a good arrangement, for reasons which have often been given in former reports.

Teachers.

The 134 certificated teachers in my district are (thanks to the excellent institutions in which they were trained), with few exceptions, well qualified for their work, and diligent in the performance of its duties.

The number of pupil-teachers is 174.

The point which I here chiefly desire to notice is the extreme difficulty in obtaining candidates, especially boys. I was inclined to refer this to the great demand for the labour of boys and girls, and the high wages consequently given. But I find on inquiry that the wages have not materially increased since 1860, when there was little or no difficulty in bringing forward properly qualified candi-

dates. Then, as now, the sums paid to a boy employed in the mines, or to a girl in a manufactory, were considerably in excess of those allowed to pupil-teachers. The question is, why are parents and young persons more shortsighted now (in that they will only look to the present gain, ignoring the future advantages) than they were then? I am much disposed to attribute the great falling off in many cases to a cause noticed by the Rev. B. M. Cowie in his report on training colleges for 1863, viz., to the discouraging tone of the teachers, at least as much as to the high rate of wages. If this be so, it may be hoped that as teachers are in general becoming reassured, the supply will in some measure again come up to the demand. The present state of things is very serious; whilst in nearly all my schools there is a great difficulty in inducing properly qualified candidates to come forward, in some cases none can be obtained. For example, in Sunderland there was an average of 161 without any pupil-teachers or candidates, and I was informed that advertisements in the local papers had not induced a single application.

In mixed schools, especially where there are many infants, the difficulty can often be obviated by placing the infants (or the girls and infants) under a separate certificated mistress. When this can be done, I have no doubt that it is of much advantage. It is good for the infants, who are far better trained by a mistress; and it is also a benefit to the master, who is able to confine his whole attention to the elder children without the interruption of the infant class.

Assistant teachers.

Eleven assistant teachers are at present employed, and it is probable that the number will considerably increase during the next year. On the whole they appear to have given satisfaction; but it must be observed that in general it is not the best class of pupil-teachers that avoids the training college.

Discipline.

I have been able, in my detailed reports, to speak favourably of the discipline of a majority of my schools; and where it was unsatisfactory the cause seemed usually to depend on an insufficiency of technical methods, rather than on negligence or want of energy. In all fairly disciplined schools the children are taught to move to and from their places, and to take their slates and books, according to some uniform routine. I think, however, a more elaborate and systematic drill might often be very advantageously introduced. As good reading and writing can only be acquired by constant practice, so good discipline and order depend in no small degree on a frequent exercise of obedience to

commands. Besides carrying the technical methods above mentioned to the utmost extent possible, I would have the boys regularly drilled in the play-ground, and always marched into and out of the school-room. In these days the occasional services of a drill serjeant may always be obtained at a small cost; but in a short time the master and assistants would themselves be able to give the requisite instruction. This would be beneficial first as regards the school, where all the business would be peformed in a more orderly manner and in a quicker time; the boys would acquire a better carriage and a superior bearing, and the discipline would be much improved. It would also be of great value to the scholars in after life. This point was clearly made out by the evidence collected by Mr. Chadwick, of which one or two extracts are given below.*

In girls' schools, although the same kind of drill would not be applicable, the more systematic the methods the better.

Standard subjects.

The following tables will show how the failures were distributed over the different Standards in two counties, those, namely, which make respectively the best and the worst appearance on my last list. Infant schools are excluded, and for simplicity of comparison per-centages only are given. In the second table Standard VI. is left blank, because only 10 children were examined in it, and no general conclusion can be based on so small a result.

NORTHUMBERLAND.

—	Proportion examined.	Failed per cent. in Reading.	Failed per cent. in Writing.	Failed per cent. in Arithmetic.	Average Age.
Standard I. -	19·9	15·1	22·1	31	8
„ II. -	28	7·5	1·6	23·5	9·25
„ III. -	21·7	5·3	17·6	11·4	10·2
„ IV. -	16·5	6·3	19	18	11·6
„ V. -	10·3	5·6	13·2	4·5	12·5
„ VI. -	3·6	11	16.	12	13·4

* Joseph Whitworth, Esq., F.R.S., "I would consider a youth of double the value who had a previous training in a drill which gave him habits of order and cleanliness. . . . . A youth who has had a training of the nature of a drill, has a pleasure in attending to commands, whilst another not so trained is dull, and dilatory, and inefficient."

R. Rawlinson, Esq., "I think school drilling and training would prove of the utmost consequence to the boys in after life." Other highly competent authorities gave similar evidence, which appears (said Mr. Senior) to prove that where drill can be introduced it assists the discipline of the school, improves the minds and bodies of the children, and promotes in after life their usefulness both to themselves and to the country.

LANCASHIRE.

—	Proportion examined.	Failed per cent. in Reading.	Failed per cent. in Writing.	Failed per cent. in Arithmetic.	Average Age.
Standard I. -	26·5	19·3	34·2	40·9	7·8
„ II. -	24·8	15·4	1·8	31·4	9·3
„ III. -	22·4	15·7	28·7	11·1	10·6
„ IV. -	14·4	9·2	43·8	35·7	11·5
„ V. -	10·4	18·3	21·1	24	12·4
„ VI. -	1·5	—	—	—	—

In the first case the averages are creditable ; in the second they are unsatisfactory ; but there are some common points from which a few useful deductions may be made.

First Standard. The large proportion of failures in the first Standard shows how important it is that the head teacher should give great attention to the lower classes. Frequently I have found that a pupil-teacher, sometimes a monitor only, has practically the sole charge of them, and in such cases the result is invariably unsatisfactory. A constant use of the ball-frame is the most efficacious means of teaching arithmetic in this standard. It is a great though not uncommon mistake to present the first ideas of number in an abstract and intangible instead of in a concrete form. I may mention—to prove that it is not absolutely necessary, as some teachers suppose, for many failures to take place—that I have recently examined eight colliery schools, in which, out of 176 presented in the first Standard, 175 passed in reading and writing, and 164 in arithmetic. These schools are under the liberal and very judicious management of Mr. Pease of Darlington.

Standard II. In the second Standard also the numbers show that increased attention should be paid to arithmetic. With respect to writing, I should explain that the small number of failures is rather attributable to the requirements of article 48 (to which I adhere as closely and literally as possible) being very moderate, than to the general goodness of the writing, in which there is often much room for improvement.

Higher Standards. In the other Standards the weakest point is the spelling. The remedy for this is constant practice, and it may be useful to describe a method of exciting considerable interest in this somewhat dull exercise which I noticed in the very excellent mixed school at Redcar. The upper classes being arranged in a semicircle (as if for a reading lesson), each scholar by turns stands in the centre for three minutes,

during which words are rapidly proposed to him by the others who have selected the most difficult they could light upon, technical terms being excluded. The master stands by watch in hand and notes the results, according to which marks and prizes (at the end of the year) are awarded. The scholars enter into the competition with much spirit, and the spelling would do credit to any public school in England.

It is a rare thing to hear really good reading, and though it is not my intention to give a list of good schools this year, I will name three in which the reading is really excellent. These are the admirable Wesleyan school at Newcastle, the girls' school at Berwick, and the school at Redcar.

Extra subjects.

In small schools my ordinary custom is to question the first class *vivâ voce* in geography, grammar, and mental arithmetic, immediately after the examination in reading. In large schools I examine the upper classes first in the standard subjects, and then in the afternoon of the same day, or on the next morning, I give them questions on the blackboard which are answered on paper whilst the lower classes are being examined. I usually mark the papers and send a list in order of merit to the correspondent. This is a great additional tax on my time, and without an assistant it will scarcely be possible to continue the practice, but it is a very salutary one, and excites a good deal of useful emulation amongst the scholars. The instruction in these subjects is apt to be discursive and desultory, particularly in geography. To correct this mistake I shall year by year inform the teachers beforehand of the particular portions in which I shall examine. During the next year I shall take in geography the definitions, with examples, the names and boundaries of the countries in Europe, and the thorough geography of England. In grammar the names and definitions of the parts of speech, and parsing of an easy sentence (*not analysis*).

In arithmetic the failures chiefly occur in the lower classes, and in many of my schools this subject (the importance of which is justly appreciated in the north) is well taught. In each of 10 or 15 schools some boys can work a tolerably simple sum in any rule, and in a few cases there is a fair elementary knowledge of algebra. In girls' schools the arithmetic is by no means so good as in boys' schools, whether chiefly from a natural inferiority in this subject, or from defects in instruction, I will not at present venture to offer an opinion.

Night schools.

The number of evening scholars presented for examination and fulfilling Articles 40–47 of the Code was 243, 196 males and 47 females. The failures were 14 per cent. in reading, 19·3 in writing, and 20·6 in arithmetic. It is probable that in future managers will gladly avail themselves of the concessions to this class of schools granted by your Lordships in the minute issued last February, which has hitherto been imperfectly understood in my district. The value of these schools consists rather in what may be hoped for under an improved system than in what is at present performed. A common mistake seems to be an attempt to organize them on the precise model of the day-school. But the same kind of systematic classification is unsuitable, for the cases are very dissimilar. In the one, training is a principal feature, the children in a class are of much the same age, they attend only because they are compelled, they can be punished and controlled. In the other, instruction only is aimed at, the ages range from 12 to 40, the scholars attend of their own accord, and bring much earnestness of purpose, but are often painfully shy and conscious of their deficiencies, they cannot be coerced like little children, and tact is the most effective agent for their management. I think that the instruction should be individual as far as is practicable, and that it is injudicious to classify juveniles and adults together on the basis of their attainments. The progress of these schools will be anxiously watched; at present they are in their infancy. Improved night-schools result as a natural corollary from improved day-schools in the preceding generation, and there has been hardly time for the children of those who were educated in day-schools since the standard has been so greatly improved, owing to your Lordships' minutes, to be old enough for attendance in evening schools. When they become supplemental instead of substitutional they will enter on a new and hopeful phase.

Merit tables.

The per-centage of failures is often regarded by managers as a final test of a school's efficiency; and neighbouring schools are frequently compared on this basis alone. The examination, indeed, under the New Code is so precise and nearly uniform, that it seems quite possible to gauge different schools by a system of properly apportioned marks; but many other elements must be taken into consideration. A "merit table" is not without its disadvantages; for, whilst on the one hand the fallacy of taking one term only into account would be avoided, and the public would learn

the work really done, on the other, it would be impossible to make adequate allowances for local difficulties under which many teachers labour. Refraining from giving such a list this year, I think it may be useful to set down the points which should be considered:—

(1.) Discipline, order, and general tone of school.

(2.) Per-centage of failures in reading, writing, and arithmetic.

(3.) Extra subjects, viz, grammar, geography, and higher arithmetic.

(4.) The ratio of the number actually examined to the average for the year, deducting from the latter the average of the infants.

(5.) The proportion of children presented above the third Standard, and the average age in each Standard.

(6.) Style of children. This differs very much in schools where the number of failures may be the same. For instance, it has frequently been remarked that *good* reading is very scarce; yet there is a large proportion of passes in that subject. And in writing and arithmetic sometimes the children pass easily and intelligently; in other cases they drag through. In spelling and sums an accurate measure is obtained by noting the average number of mistakes per child in the higher Standards.

In all these cases the data can be obtained with very little trouble. And as to the Standard to be adopted in 2, 4, 5, a school would be accounted *fair* in each case if the number corresponded with that given as the average throughout England in the Report of the Committee of Council for the preceding year.

I have the honour to be, &c.

H. E. Oakeley

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1865, *by Her Majesty's Inspector,* W. Scoltock, Esq., *on the* British *and other* Protestant Schools *not connected with the* Church of England, *inspected by him in the* Midland District *of* England.

My Lords, January 1866.

It gives me great pleasure to state that the schools in my district are increasing in numbers, and also that many of them are most efficient. Though some teachers have left their schools for a different occupation, yet others equally good, if not better, are not wanting to supply their places.

The Revised Code a boon to the working classes.

I am bound to say that, to the best of my belief, the Revised Code is a great boon to the children of the working classes. In Staffordshire, a county in which I have inspected schools since 1857, the demand for labour is so great that children are sent to work at a very early age, and therefore do not reach the highest class in school; but the Revised Code insists that the instruction shall be equally sound in every class. Hence a child who reaches even the fourth Standard is sure to be well taught as far as the requirements of that Standard. I am told by some managers that pupil-teachers will cease to exist, for there are many schools in which the average attendance does not reach 90, and consequently a pupil-teacher is not required; but, as regards this point, it would be well for managers to bear in mind that though they are not compelled to apprentice a pupil-teacher, yet they are perfectly at liberty to do so, even if the average attendance be much under 90. It seems to me that the non-apprenticing of pupil-teachers is indirectly to be connected with the attempt that is being made by some teachers to get the schools into their own hands, and to farm them, thus carrying on a venture school under a nominal committee. That this is contrary to the spirit of the Code is quite evident, and that it is injurious to the interests of the poor is also plain. If a master farm a school for his own profit he is liable to the temptation of raising the fees to at least sixpence in the upper classes, and thus debar the child of a working man from the advantages of instruction in higher arithmetic and other subjects; for even "fourpence" is stated by a most competent authority "to be a great "strain upon those who earn small wages, and the poor." (Education Commission, vol. vi., 257.) Another fatal objection is that the whole responsibility must rest with the

Teachers should not be allowed to farm their schools.

teacher; the registers are his, the accounts (probably) are kept by him, the returns are made up by him; so that, in fact, the teacher is sole manager. Some remarks made upon this subject by the Rev. John Scott, the principal of the Wesleyan training school, are so much to the point, that I cannot refrain from quoting them. He says:— Opinion of the Rev. John Scott.

"There is one thing which is very important, and that is the amount of teaching power which may be obtained, and which ought to be realized in our schools. It may be a little more difficult now to obtain suitable pupil-teachers than it was before this New Code came into action. There was a sort of panic at the time which seized both parents and teachers, because it was thought that teachers would not be able to obtain suitable remuneration. Some of the best pupil-teachers have therefore sought clerkships and the like; but I believe it is now ascertained that they can now have as good a salary generally as they had before the alteration; and I believe in the course of a year or two no great difficulties will be experienced. But the great temptation will be to do with a smaller number of pupil-teachers than is necessary for the efficient carrying on of the schools, especially if managers will allow the teachers 'to farm the schools,' so to speak, will give up the responsibility, and devolve it on the teacher, telling him he shall have the children's pence and so much of the Government grant, and that he must make his own way. Against such arrangement I would seriously advise all managers to be upon their guard."

I cannot but express my regret that the classification by age was given up. I am well aware that many object to it, but on calm reflection it must be owned that it would be much fairer than the present system. The large number of children presented in the lower Standards, in comparison with those examined in the higher classes, is most unaccountable, unless I am to explain it by a view which I hesitate even to suggest, namely, that the children are kept back in order that they may be so classified as to secure a large grant for the school, without reference to the interests of the scholars themselves. Classification by age desirable.

With great deference I would venture to say that the existing rule that managers are not obliged to present all the scholars who have made the proper number of days is open to objection, unless it be applied only to the children of parents who do not fall under Article IV. in the Revised Code. In some cases a scholar is not certain to pass, say, in Standard II.; the child is therefore kept back until the next inspection, and then appears, not in Standard III., but in Standard II., and thus wastes twelve months. In one or two instances, no doubt, if classification by age were enforced, hardships would be felt, as scholars come into the schools who are quite ignorant; however, they bring a positive grant of four shillings, even if they fail to pass the examination required. In some cases scholars kept back.

Needlework.

Managers might have a list of sewing made out.

It is very desirable that every girl who is presented for the grant should bring with her a piece of needlework. It would be advisable that a few days previous to the inspection the managers should depute some one to sit with the children when at work, and that such work should be certified as having been done without assistance. A schedule could be drawn up containing the names of the girls, with a mark ("good," "fair," or "moderate") attached, such schedule to be duly signed and filed with Form IX.

The following letter from one of the managers of the West Bromwich Summit foundry schools shows that he does not think that needlework has had due attention in his neighbourhood :—

"West Bromwich, August 5, 1865.

"Sewing.

"My Dear Sir,

"Much still remains to be accomplished before this branch of school education is perfect. Few of the women here appear able to put in a patch neatly, or to mend their clothes properly; and I find pawnbrokers advance a larger sum in proportion to their value on shirts, baby linen, and women's under clothing than on any other class of goods, as these, if unredeemed, always meet with a ready sale. This fact needs no comment from me. Perhaps you can suggest a plan which will remove this evil.

"I remain, yours truly,

"W. Scoltock, Esq. "J. Arthur Kenrick."

Grammar and Geography.

Attention is paid to grammar and geography.

I am glad to say that grammar and geography are well taught in many schools in my district; there is no reason for the neglect of these subjects, for although reading, writing, and arithmetic are the specified subjects for the grants, yet an intelligent and energetic teacher would never feel content that the scholars under his care should go on without understanding the passages read, or pass from class to class without gaining some knowledge of the construction of the English language. In cases where geography or grammar has been neglected, I have found, by calling attention to the omission, that the fault has been remedied against my next visit.

Half-time Schools in the Potteries.

Benefits of the Half-time Act in the Potteries.

The most important event in my district is the introduction of the half-time system in the Potteries. Many objections were made to the admission of half-timers into the schools under my inspection, but I tried in every way to remove prejudices, to answer questions, and to reconcile managers to the new law: and I was the better able to do

so from the experience I had gained of the working of the half-time system in Yorkshire and parts of Cheshire.

It is but just that I should express my warmest thanks to Robert Baker, Esq., Inspector of Factories, and to the Rev. John E. Cooke, Wesleyan Minister, for the friendly aid and active co-operation I received at their hands.

Two systems are now at work in the schools under my inspection as regards the half-timers. Mr. Wedgwood of Etruria admits the half-timers into the day school, and they are taught together with the whole timers. At Hanley Bethesda day school and at Tunstall Wesleyan school the same course is adopted. At Burslem a separate school has been set up for the half-timers, and the managers of the Wesleyan school at Hanley have built a new room for a half-time school. Experience alone will prove which plan is best for the children.

That education was greatly needed is most clear, for many of the half-timers could not either read or write, and several had never been to school. I shall watch with great anxiety the progress made by the half-timers, and I most sincerely hope that the number of half-timers may steadily increase, and that the schools may be most efficient.

Arithmetic badly taught.

In looking over the returns for the past year, I find that arithmetic is the subject in which the failures are the most numerous. Several years ago I called attention to the errors in numeration and notation, and I must again allude to the same.

The black-board is used constantly, not only for working and explanations, but the sums are put down upon it for the children to copy on their slates. When the day of inspection arrives, and the sums are dictated, the scholars are often quite at sea, from not having been accustomed to hear hundreds and thousands read out to them.

Advantages of managers holding examinations.

I should be most glad to find that the managers held examinations from time to time, for by so doing they not only would prove that they took a lively interest in the education of the poor, but the children themselves would gain practical knowledge of the mechanical parts of an examination, and be better able to pass at the time of inspection.

I have the honour to be, &c.

WILLIAM SCOLTOCK.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1865, *by Her Majesty's Inspector*, P. Le Page Renouf, Esq., *on the* Roman Catholic Schools *inspected by him in the* Southern Division *of* England.

My Lords,

I have the honour to lay before you my general report for the year ending 31st August 1865.

Extent of district.

The district assigned to me by your Lordships has during this year been enlarged by the addition of the counties of Derbyshire and Staffordshire. It is geographically the largest district under inspection, for it extends as far north as Glossop and Worksop, and as far south as the island of Jersey; but the schools which I have to visit are distributed over it very unequally. Nearly one-half of these schools are in London or in the immediate neighbourhood. Next to the metropolitan group, the largest is that formed by the schools of Warwickshire, Staffordshire, and Derbyshire, and a third, and I believe rapidly increasing group, consists of the schools of Bath, Bristol, and South Wales. Almost all the other schools of the district are scattered at considerable distances from each other. There are whole counties without a single Roman Catholic school under inspection. The nearest school to Norwich is at Cambridge, 68 miles off, and I have none to visit between Cambridge and London. The two nearest schools from which Barnstaple is accessible from London are Bristol and Swansea; the former by a railway journey of more than a hundred miles; the latter by a sea journey of which the exact duration cannot be estimated beforehand. On the whole south coast of England there is not a Roman Catholic school under inspection between Plymouth and Arundel. One necessary consequence of this is that at certain periods of the year inspection involves a very great amount of locomotion. On referring to my diaries, I find that I have sometimes to travel considerably more than a thousand miles in three weeks, during which the day's work often begins at a very early hour of the morning and does not end till a very late hour of the night.

Number of schools inspected.

During the period over which this report extends, I have visited for annual grants 104 institutions, comprising 180 departments, 47 being for boys, 33 for girls, 28 for infants, 50 were mixed, and 22 night schools. The staff employed consisted of 166 certificated teachers, 216 pupil-teachers, and 19 assistant teachers. The average attendance in the

day schools was 8,546 boys and 8,141 girls. Accommodation is provided for 26,514 children, allowing eight square feet of superficial area per child. The number of children on the school registers was 26,333, of whom 8,509 were under the age of six, and only 2,151 (or 8·16 per cent.) above that of twelve. There were present on the day of inspection 9,424 boys and 9,104 girls, 18,528 in all, of whom 9,541 were presented for examination, viz., 4,159 boys or mixed under a master, 4,669 girls or mixed under a mistress, and 713 infants. The following table, which I take from the summaries of tabular reports on schools inspected by me during the year, gives the result of the examination.

Results of examination.

Passes on Examination.						On Attendance only.		Amount granted under Revised Code.
Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Article 4.	Passes for Payment.	Infants under Six.	Passes for Payment.	
								£ s. d.
8,770	8,745	7,450	24,965	176	24,789	3,291	3,229	7,452 17 10

From three out of the 104 schools inspected for annual grants no sufficient returns of income and expenditure have been received. The following summaries will show the aggregate annual income and expenditure of the remaining 101 schools.

Income and expenditure.

	£	s.	d.
Income from endowment	382	11	1
„ voluntary contributions	7,199	3	11
„ school pence	2,910	10	11
„ capitation grants	5,821	7	4
„ other sources	1,565	17	2
Total	17,879	10	5

	£	s.	d.
Expenditure, salaries	12,772	9	10
„ books and apparatus	906	13	8
„ miscellaneous	5,250	4	3
Total	18,929	7	9

Taking 16,346 as the number of children in average attendance in these 101 schools, it follows that the average income per scholar in attendance is 1*l.* 1*s.* 10½*d.*, and the average expenditure 1*l.* 3*s.* 1¾*d.*

As a large proportion of the schools in the district had been visited by me more than once before the end of last

Progress made since last year.

August, it is with perfect confidence that I can speak of the satisfactory progress which has been made, particularly in the lower classes of the schools. I say this without forgetting that the number of "tenths" deducted in consequence of my reports has been much larger than I should have wished. When I began my tour of inspection last year I found a good many schools utterly unprepared for a system of individual examination. Some teachers and even managers had been in the habit of considering an examination as very satisfactory if a correct answer to every question asked could be elicited from the collective wisdom of the class, and they considered it unjust not to allow the knowledge of one child to compensate for the ignorance of another. The examination of Standard I. was a most laborious and distressing task. Most children, instead of at once writing down the letters or figures dictated to them, bent over their neighbours' slates in hopes of being able to appropriate a part at least of what they saw there, the general result being a series of cabalistic strokes which no human ingenuity could decipher. Among the more advanced children figures were named at sight readily enough, but the favourite way of writing "ten," "twelve," was 01, 21, and the additions and subtractions required for the Standard were very poor indeed. The reading of a large number of the children had been confined to the first two or three pages of the primer, or to one or two reading cards (often in very tattered condition), and many had never attempted to read without spelling. Standard II. had made some progress in reading, but the writing was often simply illegible; the failures in easy addition sums were extremely numerous, and a fair knowledge of the multiplication table was a comparatively rare accomplishment. In Standard III., I very commonly found multiplication by two or more figures (particularly if any one of these was 0) to be an absolute stumbling-block. From many children in these classes it was impossible to extract an answer. It is in these three Standards that the greatest improvement is perceptible. There are now very few schools in the district from which the defects which I have enumerated as being extremely common last year have not almost wholly disappeared, and I am happy to say that some of the schools in which I was obliged to report most unfavourably have this year passed their examination most successfully.

Chiefly perceptible in the lower Standards.

Wrong notions as to capabilities of children.

Very inaccurate notions were widely prevalent last year among both managers and teachers as to the capabilities of

children. Some professed an utter contempt for the new system of examination, and others were inclined to look upon it as setting up an ideal simply unattainable by children. One manager assured me that he looked upon it as an ingenious device for securing the greatest number of failures. The obstinate silence of children in the lower Standards was explained by the "nervousness" inherent in all young children. I hope it is now beginning to be generally understood that there is no reason why in a good school every child who has been regular in attendance should not under ordinary circumstances be able to pass in all three subjects. That special circumstances may greatly modify this result without any fault on the part of the school is certainly most true, and, as I shall presently explain at greater length, the Roman Catholic schools in this country labour under difficulties far more serious in their way than any which, as far as I am aware, operate against other schools under inspection. Experience has rendered me very sceptical as to the hypothesis of "nervousness" in the case of young children. I have never met with it except in schools where there were other serious defects to complain of. It has disappeared wherever these defects have been removed. Children between 6 and 12 years of age are rather pleased than otherwise to display the knowledge which they possess. "Nervousness" is another form of vanity, and only begins with increased self-consciousness. It often reaches a painful height in elder children, such as pupil-teachers or night scholars. Boys and girls of 18 will sometimes turn pale and quiver with emotion if asked to read an easy paragraph. A sturdy man of 30 will blush to the roots of his hair if asked "how many two and two make," and be unable to utter a syllable in reply; but when children of 6, 7, or 8 hold their tongues under these circumstances, it is simply because they have nothing to say.

"Nervousness" in young children.

The Standards above the Third have not improved at the same rate as the lower ones, and for this two obvious reasons may be assigned; in the first place, improvement has taken place where it was most needed; secondly, bad habits already formed are less easily destroyed than those in process of formation. The penmanship, spelling, and arithmetic of these Standards are still susceptible of much improvement; and it is chiefly with reference to these Standards that I have had occasion this year to complain of the vice of copying. I have too much reason to fear that the dishonesty of this practice is not everywhere

Defects in higher Standards.

Copying.

viewed in its true light by teachers on the day of examination. If I find the same *series* of mistakes on the papers of children who were physically unable to communicate together, I can be quite sure that the coincidences are not fortuitous, but that the teacher himself or some other person has been the medium of communication. I need hardly say that copying, like every other kind of dishonesty, entails heavy pecuniary loss upon the school where it is detected.

Registers.

It is very rarely that I have had this year to find fault with serious inaccuracies in the registers; last year the complaint was far from uncommon. The chief inaccuracy which I have to mention has reference to the ages of infants. I have felt it my duty in various schools to strike off a large number of names from the lists of children claiming the grant of 6*s.* on attendance as being under the age of 6. All these children were undoubtedly above the age. But I am satisfied that the inaccuracy in these cases was quite unintentional. The children had been wrongly registered two or three years ago when the error was not apparent, and young teachers who have no children of their own to judge by are apt to yield an uncritical assent to the statements of parents or other relatives who in many cases are forgetful or careless about the truth.

Secular instruction confined to reading, writing, and arithmetic.

There are very few schools in my district in which, except as regards religion, to which my inspection does not extend, the instruction is not confined to reading, writing, and arithmetic. And when we consider the children frequenting these schools, the age at which they leave, and the pursuits they are destined to follow, it is impossible not to feel convinced that the limits within which their instruction is confined are wisely fixed. The lessons in their reading-books contain a large amount of useful information, and anything beyond this in the way of higher instruction would be utterly thrown away. I am delighted to be able to add, that the few exceptions to the rule are very excellent ones. They are schools in which there is an admirable foundation of elementary instruction to build upon.

Pupil-teachers.

I cannot speak very highly of the attainments of pupil-teachers as exhibited in their examination papers. It is probable that these papers do not always do them full justice. It is certain that a *vivâ voce* examination on the very same questions would, in some cases, have far more satisfactory results. Here there is a serious defect which has to be remedied. Masters and mistresses do not suffi-

ciently teach their apprentices how to answer questions upon paper. One immediate consequence of this is an immense loss of time at the examination. I have sometimes been astonished on going round the room to find how little had been done after two or three hours apparent hard work. A frequent rehearsal of the examination would be a most beneficial exercise to the pupil-teachers, and would point out to their instructors the deficiencies which have to be looked after. It is unnecessary for me to speak of defects peculiar to individuals, or again of defects which will always more or less be found in every examination of the kind. I will only say that in my district whilst the answers in geography vary very greatly in merit, those in grammar are almost always of a very indifferent character, the simple parsing alone being fairly done, and that whilst arithmetical questions involving the mere manipulation of figures have every chance of being correctly answered, all those which require an exercise of thought not essentially mechanical are nearly sure to remain unattempted.

Impediments to progress.

I have alluded to difficulties under which many of our schools labour, and which are most serious impediments to steady progress. One of the chief difficulties lies in the extreme poverty and nomadic character of a large portion of our Roman Catholic population. It is a common complaint of our clergy in many places that a large proportion of their people disappear after two or three years. These are succeeded by new-comers, who disappear in their turn. Rolling stones like these gather but little of the moss of civilization. The efforts of managers and teachers are powerless to secure regularity of attendance on the part of children whose parents are indifferent upon the subject of education. I inspected a school this year in which out of more than a hundred children who ought to have been examined under Standard I., only three had the required number of attendances. The statistics of the schools often furnish very instructive reasons why satisfactory results have not been obtained. In a whole group of schools we may find the average number to be very small as compared both with the number of those admitted within the year, and with that of those who have left during the year. On referring to the registers of a school it may be found that nearly every child fit for examination above the Third Standard has recently left. The presence in the lower Standards of some elderly children is no argument against the school, for these are generally the greatest dunces. Whenever I have found a school labouring under difficulties

of these kinds, I have reported the case and pleaded the circumstances which I honestly believed to be essential in forming a right estimate of the school.

Night schools.

The registers of the 22 night schools inspected show an average attendance of 541 males and 757 females. Of the 1,012 scholars fulfilling the articles of the Revised Code who were presented for examination, 854 passed in reading, 905 in writing, and 781 in arithmetic. The amount granted under the Revised Code was 395*l.* 11*s.* 1*d.* I believe that every one of the departments examined was useful and efficient; but I confess that I am obliged to share the doubts expressed in their reports by several of my colleagues as to the efficiency of the present system of examination. It has hitherto not been generally known in my district that Article 46 of the Code is not applicable to night schools; but everything comes to be known at last, and I anticipate no good results from the inevitable examinations of night scholars year after year in the same Standard.

Roman Catholic poor in London.

Before I conclude, I wish to say a few words on a part of my district which naturally claims a special interest. I am often asked about the state of education of the Roman Catholic poor in London. The report which I have given of the district in general holds good, without requiring any modification, in reference to the schools of London and the neighbourhood. I have inspected for annual grants 47 schools, comprising 67 departments, in the counties of Middlesex and Surrey. I find on referring to notes taken from the returns made by managers, that in nearly every one of these schools the number of children admitted during the year is greater than the number of those who have left. The average number is also greater than last year. But the absolute number of those receiving education is certainly very much smaller than it ought to be. The numbers on which I can most confidently rely are those which have been counted in my presence on the day of inspection. Now in the 67 school-rooms of Middlesex and Surrey there were present—

Boys - - - -	3,180
Girls - - - -	2,686
Infants - - - -	2,481
Total - - -	8,347

This total being very much larger than the number in average attendance, gives the most favourable return that could be selected; but I am sure it will be considered by all who are interested in the subject of education as indi-

cating a most painful state of things. I do not know that there are any exact statistics of the Roman Catholic populations of Middlesex and Surrey, nor can I guess even approximately at the number of Roman Catholic children who go to uninspected schools;* but the inspected school is always the principal, and often the only poor school of each "mission" or parish, and under any circumstances a number like 8,347, representing children of whom nearly 30 per cent. are under the age of 6, implies that an immense number of the Roman Catholic children in London do not go to school at all. The returns of managers prove that those who go to school remain there but a very short time; they leave school at a very early age. The ratio of scholars above 12 years of age in inspected schools is 12·10 per cent.; in the schools of my district it is only 8·16 per cent. The following passage from the report of one of my colleagues would, I think, be read with wonder by all teachers in my district.

"It has been suggested to me *by a teacher* that *many of his profession*, employed in first-rate and well-attended town schools, would hail with gladness the introduction of a Seventh and higher Standard; *in one department* on my second visit of inspection, some 50 or 60 boys still in the school could not be examined, solely because they had passed the Sixth Standard in the previous year."

With us the difficulty is to find children qualified for Standard IV.; and up to this moment I do not remember to have met with more than one case of a child disqualified for examination in consequence of having already been examined in the Sixth Standard.

Facts like these sufficiently indicate the immense social advantages already existing and the prospects in store for the children of the schools visited by Mr. Waddington, as compared with the lot of the poor children whom it is my duty to inspect.

I have the honour to be, &c.

P. Le Page Renouf.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* In some parts of England Roman Catholic schools are subject to diocesan inspection analogous to that existing in the Church of England schools. Since my report was written a document has been privately circulated from which I learn that the Rev. R. G. Macmullen found 11,342 children in actual attendance on the days of his inspection in the Roman Catholic schools of Middlesex, Essex, and Hertfordshire. On the previous year 11,642 children were present.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. JOHN BLACK, M.A., *on the Schools connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* ABERDEEN, KINCARDINE, *and* FORFAR.

MY LORDS, Aberdeen, January 19, 1866.

I HAVE the honour to lay before you my General Report for the year ending 31st August 1865.

Character of district.

The district assigned to me comprises the counties of Aberdeen, Kincardine, and Forfar, and contains a population of nearly half a million. Its largest town is Dundee, with a population, chiefly manufacturing, of about 100,000; manufactures are also carried on to a considerable extent in Arbroath, Forfar, Kirriemuir, and Brechin, as well as in the city of Aberdeen, whose population exceeds 70,000. In Aberdeen and in all the towns and villages along the coast a large number of the people lead a seafaring life, either as fishermen or sailors, and many are also engaged in ship-building. But the chief branch of industry in the district is agriculture, which, with its concomitant trades, employs nearly a moiety of the population.

With the exception of two or three parishes in the west of Aberdeenshire, which have only two schools on my list, the whole district may be considered as belonging, in so far as the language, habits, and character of the people are concerned, to the Lowlands. Hence it follows that the circumstances of the schools which I now inspect, though sufficiently diverse, present by no means so remarkable a variety as I was accustomed to in former years. There is, of course, so much the less difficulty in forming a comparative estimate of the merits of the different schools.

Difficulties of the year's work.

The year to which this report refers has, however, been marked by difficulties and anxieties of another kind. My appointment to the charge of a separate district, in May 1864, was coincident with the application of the Revised Code to the examination of schools in Scotland. At the same time a new arrangement was made, with your Lordships' approval, altering in many instances the months in which the schools were to be annually inspected; and one immediate result of this change was that not more than a dozen schools were referred to me for inspection during the summer of 1864. I was thus enabled, in parting with Dr. Woodford after a long and most harmonious connexion, to make some acknowledgment, in the form of assistance which the state of his health unhappily rendered necessary,

of the many obligations I owed him, both as an official guide and counsellor, and as a private friend. But while my services were of use in his district, I continued to be a stranger in my own, and it was not till the commencement of the year embraced by this report that I began the regular inspection of my own schools for the first time. To the teachers and managers I was a new and untried man, coming in the room of colleagues who were not only well known but highly and deservedly popular—coming too as the administrator of a new code of regulations, which was ill understood by most, little liked by those who did understand it, and much dreaded and denounced by those who did not. Most of the teachers were as much strangers to me as I was to them. My opinions of them and of their schools had all to be formed, and that in circumstances of unusual difficulty. In almost every case there were prejudices to be smoothed down or overcome, fears to be allayed, doubts to be solved, misconceptions to be removed, a new and elaborate system of examination to be applied to schools whose organization was at variance with its requirements, and all that was valuable in the old system to be as far as possible retained. The duties were, in truth, sufficiently trying and tedious, involving much labour, and not to be successfully performed without a considerable amount of tact, temper, and patience. It is gratifying to know that, after a year's work, the difficulties are greatly lessened. The knowledge I have acquired of the different schools, and the gradual adaptation of most of them to the requirements of the new Code, will materially reduce the labour of a second inspection. Personally I have met with much good feeling and kindness, especially from the clergymen of the district, whose gratuitous services in the cause of education deserve at least the meed of gratitude. The teachers I have invariably found to be courteous and friendly, and though it has not unfrequently been necessary, in order to the performance of my duties within a reasonable time, to disregard their objections, to correct abruptly their unsuitable arrangements, and to deal summarily with various irregularities, it is creditable to them that my aims have been so generally appreciated, and my suggestions so readily and frankly received. The individual examination of the children is no longer a novelty. Even the Code itself has been stripped of half its terrors by a closer acquaintance with it, and (failing legislation on the subject) its full introduction is looked forward to, at least by good teachers, with more confidence and less indignation than it was 18 months ago.

Work done.

During the year I have inspected 186 schools, containing 278 departments. In these were employed 137 masters (of whom 104 were certificated), 151 mistresses (64 certificated), 17 assistants, and 127 pupil-teachers. The pupil-teachers were, as usual, separately examined in writing, as were also 42 candidates for apprenticeship. There were present in the schools on the days of inspection 15,498 children, of whom 7,144 were individually examined according to the provisions of the Revised Code. My year's work includes, besides, an examination of teachers for certificates, which I was instructed to hold at Aberdeen in December 1864, the revision of 262 examination papers of candidates for admission into the Normal schools, 5,661 miles of travelling on official business, and a voluminous correspondence.

Classification of schools under inspection.

Of the 186 schools inspected, the first, and by far the largest class, consists of those to which "annual grants" were conditionally due at the date of inspection. Next in order are those schools, few in number, in which the inspection was preliminary to the teachers' examination for certificates of merit. After them may be reckoned schools inspected under the "Parochial and Burgh Schoolmasters (Scotland) Act, 1861," Section 19. In all these cases, an inspection and report were required for a particular purpose, and could not conveniently be dispensed with. There is, however, a considerable number of schools on my list, which belong to none of these classes, but are open to inspection either (*a*) on account of "building grants," (*b*) on account of "book grants," or (*c*) by the invitation of the managers. A few schools, in which "annual grants" have been discontinued, are retained on the same list, though they are not properly liable to inspection. The following table will show how far I have been able to overtake the inspection of these different classes of schools:—

Why inspected or open to Inspection.	Inspected in 1864-5.				Open to Inspection, but not inspected in 1864-5.			
	Aberdeen.	Kincardine.	Forfar.	Total.	Aberdeen.	Kincardine.	Forfar.	Total.
1. Annual Grants	75	19	64	158	—	—	—	—
2. Preliminary Inspection	8	—	1	9	—	—	—	—
3. Under "Schoolmasters Act"	—	2	—	2	—	—	—	—
4. Building Grants	3	—	5	8	4	—	1	5
5. Book Grants	5	—	—	5	2	—	2	4
6. Invitation	3	—	1	4	7	2	10	19
7. Former Grants	—	—	—	—	4	1	2	7
Total	94	21	71	186	17	3	15	35

The inspected schools include the whole of the first three classes, which have a primary claim on the inspector's attention.

Increase of schools under inspection.

It would appear, from the table, that the total number of schools on my list is 221, but to these must be added 17 more, being new cases in which inspection did not become due till after 31st August 1865. All of them belong to the first three classes, which are so rapidly increasing, that I must henceforth confine myself to them exclusively. This is no doubt to be regretted, especially as regards Class 4, but, on the other hand, there are several schools in the sixth and seventh classes, and some also in the fifth, which from altered circumstances, it is not now desirable to inspect, even if time should permit.

Advantages of new mode of examination.

The inspection of a school, whether according to the old Code or the new, has always been a work of some labour and detail. It has always been, in a certain sense, an inquiry into results as well as processes. I have never in any case been satisfied by seeing classes skilfully conducted, unless I had reason to believe, from the children's attainments, that the same skill was faithfully applied to the performance of the school work from day to day. The changes introduced by the new Code are two—(1), that the programme of the examination is laid down beforehand, and (2), that, whereas the results were formerly estimated in the mass, the most important part of the same results is now estimated and recorded in detail. These changes may seem insignificant, but they have proved to be far otherwise. It is something to have fixed a minimum of attainment, up to which the poorest schools are expected to rise. It is worth while to have prescribed, as a check to pretentious but superficial teaching, a fair programme of useful work, for the neglect or slovenly performance of which no amount of flimsy display in subjects of less importance can make satisfactory amends. It is a clear gain to the teachers to be free from the necessity, whether real or supposed, of attempting to humour the caprices, or prepare for the "hobbies," of any particular inspector. It is no small advantage to have secured the means of effectually dissipating the delusion, into which even good teachers are apt to fall, that the attainments of a class are measured by the answers which an examiner can elicit from some one or other of its members. It is of the utmost consequence to have directed attention so prominently to the junior

classes, for whose instruction in writing and arithmetic inspectors had long been pleading with comparatively little effect.

"Standard" examination not in itself sufficient.

But while the individual examination prescribed by the new Code is undoubtedly superior, as a fair test of elementary work, to any other scheme that has yet been devised, it should not be forgotten that such an examination is not of itself sufficient to show the merits of a school. As an aid to inspection, an instrument, in skilful hands, for securing solidity in the groundwork of school instruction, it is invaluable; as a substitute for inspection itself it would be unfair and delusive. The highest proportion of "passes" does not necessarily indicate the best school, though a low proportion always indicates an inferior school. There are elements of great importance in good school keeping which the individual examination scarcely touches. For example, it affords indirectly a very good test of discipline, but gives little indication of the children's intelligence. Some defects of organization it brings out with great clearness, while others of a different kind may escape notice. This I regard as one of its chief disadvantages, that it requires the usual order of a school to be more or less disturbed. The children have to be arranged otherwise than in their ordinary classes. When an entire class or two entire classes are "presented" in one standard, the change is not much felt, though, even in that case, the omission of those who have not been present at 200 meetings of the school causes some alteration of the usual class order. But frequently a class is divided between two standards, sometimes even among three, and in such cases it is by no means easy to see the ordinary working of the school. My aim has always been to avoid as much as possible any derangement of the classes, to proceed with the inspection in the mode to which I had been accustomed for years, and to take in the individual examination by the way, as a part of the process. In all the classes (except infants), I have found it important to examine every child, whatever be the length of his attendance, in *some* standard. Faults of classification are thus detected, and the proper instruction of children not qualified by attendances to be "entered" in the Examination Schedule, is so far secured. Thus, also, a more complete view is obtained of the work of the school.

Statistics of "Standard examination.

In 33 schools, very few of which were "Annual Grant" cases, the examination schedule was not filled up, and my duties were therefore limited to inspection. The number

of children present in these schools was 2,237, or an average of 68 in each school. There remain, of the whole number inspected, 153 schools, with 13,261 children present (87 to each school), in which 7,144 children (47 to each school, or 53·8 of the number present) were presented for individual examination. It needs scarcely be said that a much larger number had attended the requisite number of times, and that the returns would have been more valuable if all who were qualified by attendances had been "entered" in the Schedules. But the managers are officially informed (Supplementary Rule 5) that they need not bring forward all who are so qualified, and of course full advantage was taken, in most cases, of the liberty thus granted. The more select the list was made, the less was the chance of a large proportion of "failures," and since the amount of the grant was not dependent on the number of "passes," there was no motive for bringing forward those whose appearance would not do credit to the school. It was necessary, therefore, in estimating the results of the "Standard" examination as an element of merit in each case, to consider not only what proportion of the children examined had passed, but also what proportion of the whole number present had been examined. This has also to be borne in mind in estimating the same results as a whole.

The following table exhibits the number examined in each Standard, and the number passed in each of the three elementary subjects:—

—	No. examined.	No. passed in		
		Reading.	Writing.	Arithmetic.
Standard VI. -	49	49	36	36
„ V. -	299	297	247	215
„ IV. -	1,130	1,109	774	754
„ III. -	1,487	1,417	1,079	968
„ II. -	1,911	1,737	1,708	1,006
„ I. -	2,268	2,030	1,385	1,170
Total - -	7,144	6,639	5,229	4,149

Of children under six years of age, who had completed 200 attendances, there were entered in the Schedules 1,105, but this part of the returns is far from complete.

The significance of these figures will be more readily seen when they are expressed in per-centages, which may be done in two tables, as follows:—

I.—Proportion examined in each Standard.

	Per cent. of total No. examined.	Per cent. of total No. present.
Examined in Standard VI. -	0·7	0·4
„ „ V. -	4·2	2·2
„ „ IV. -	15·8	8·5
„ „ III. -	20·8	11·2
„ „ II. -	26·8	14·4
„ „ I. -	31·7	17·1
Total examined - -	100	53·8

II.—Proportion passed in each subject.

	Per cent. passed in		
	Reading.	Writing.	Arithmetic.
Of those examined in Standard VI. -	100	73·5	73·5
„ V. -	99·3	82·6	71·9
„ IV. -	98·1	68·5	66·7
„ III. -	95·3	72·6	65·1
„ II. -	90·9	89·4	52·6
„ I. -	89·5	61·1	51·6
Of total No. examined	92·9	73·2	58·8

Inferences from the TABLES.

These tables tell their own tale. Of the various inferences which may be deduced from them, it will be sufficient to indicate three:

Arithmetic.

(1.) *The weakest subject in the schools is arithmetic,* in which the failures amount to no less than 41·2 per-cent. Excluding Standards I. and II., where so great a deficiency, though it cannot be excused, may be accounted for, the proportion of failures is still so high as 33·3 per cent. That is to say, Standards VI., V., and IV. embrace little more than one-fifth of the children examined, or one-ninth of the whole number present, and nearly a third part of these failed in the compound rules and practice; Standard III. embraces as many more, and of them fully a third part failed in simple multiplication and division. These two-fifths (two-ninths) were in general the best pupils; the attainments of the rest may therefore be easily imagined.

Writing from dictation.

(2.) The same two-fifths (two-ninths) were individually examined in *writing from dictation, in which the failures amount to* 28 *per cent.,* a large proportion, considering the attention which has recently been given to this subject.

Here, as in the case of arithmetic, results have amply justified the oft-repeated complaints of the inspectors, and the urgency with which they have pressed the claims of both subjects on teachers and managers of schools.

Writing and Arithmetic of junior classes.

(3.) *The junior classes require more attention and greater variety of work.* It has been customary, in Scotland, to teach young children reading and spelling only, writing and arithmetic being introduced at later stages. The practice is undoubtedly a bad one, has often been condemned by educational reformers, and is never followed by the best teachers. But a long time is required to eradicate a confirmed traditionary custom. There are even yet schools, in which the junior classes get two or three lessons per day, of 10 or 15 minutes each, and during the remaining five hours or so of school-time are compelled, by the terror of the "tawse" or the "corner," to sit with eyes steadily fixed on their books, under pretence of learning the next lesson, which at their age is simply an impossibility. This exquisite device for clouding the sunshine of early childhood has left nowhere more distinct traces of its existence than in the north-eastern counties. Children are not unfrequently met with who know nothing whatever of writing and arithmetic, but would probably pass in the reading of Standard III. Good teachers complain, with justice, that such children come to them from other schools, and cannot conveniently join any of their classes. Even where the inequality is not so extreme as this, it is sufficient to affect seriously the results of the individual examination. The reading appears to be good, because the children are presented in Standards below their attainments in that subject; or, if the standards are arranged to suit their advancement in reading, they are sure to fail in writing and arithmetic. The Revised Code will have conferred no small benefit on Scotland, if it lead, as it undoubtedly will, to the speedier diffusion of intelligent notions on this point. The change was already in progress. Gradually, but too slowly, the opinion was gaining ground, and must sooner or later have prevailed, that a liberal introduction of slate-work in the very youngest classes is one of the greatest improvements in modern elementary education.

This year's results scarcely a fair test of the schools.

It is right, however, to add that the results of the individual examination, though not without much significance, cannot be taken, this year at least, as a fair index to the work of the schools. Many children were presented in standards lower than their attainments might have warranted, while a few, on the other hand, were presented too

Want of due preparation.

high. The reasons were various. There was great uncertainty among the teachers as to the nature of the examination. It was pretty generally believed that the Code, so often altered and suspended, would never come into operation, or, if it did, that nothing but a trial would be needed to prove its impracticability. Seldom had due care been taken to arrange the school-work according to the programme laid down in the standards, and hence little children often failed to do the particular thing required of them, though they could do other things of greater difficulty. A few teachers had resolved to have nothing to do with a scheme so distasteful to them; others could not see how it was to be applied to their particular schools; and there were not wanting instances, both among teachers and school managers, of strenuous opponents to the introduction of the Code who had never seen the hated document at all, and knew little or nothing of its provisions. The unwonted extent to which paper was introduced was also a difficulty, and led to numerous "failures." Many children who could work well on slates had never been accustomed to use pen and paper except in copy-writing, and handled the new instruments with a degree of awkwardness that would have been amazing to one unaccustomed to deal with children. Indeed, when we consider that it is one of the main purposes of school instruction that men should be able in after life to use pen and paper intelligibly, it is remarkable how little these materials have been employed in schools, even in those cases where their expense is not an objection. Spelling, for example, has seldom till recent years been taught in writing, and yet it is in writing only that spelling is afterwards required. Another cause of a different kind tended so far to lessen the value of the results obtained by the individual examination. Among those who understood the provisions of the Code and were willing to comply with them, many were induced to present their children in low standards, by the probability that they might remain at school, with more or less regularity, for several years, and become incapable of earning grants to the school after passing Standard VI. The probable occurrence of such cases is one reason among others why the standards should be extended by the addition of a seventh, and, if need be, an eighth. It may seem absurd that the want of higher standards should be felt in a district where, as appears from the tables, a very small per-centage indeed has been presented in Standard VI., and even in Standard V. But the facts, apparently so inconsistent, are doubtless in some

Increased use of pen and paper.

Additional standards required.

measure cause and effect. More children would certainly have been presented in Standard VI. had there been a seventh standard to receive them at next inspection. In connexion with this, I may be allowed to mention that, in some schools which I have inspected a second time since the close of the school year, pupils have been presented to me who had already passed Standard VI., and who, though still doing good work, would now be of no value to their schools in so far as grants are concerned. A few of these I have examined by way of experiment on an imaginary Standard VII. It seems to me extremely desirable to encourage such a prolongation of school attendance, and if the present mode of examination is to be continued in Scotland, I am satisfied that it would be a great and well merited advantage to some of the best schools, as well as an important gain to the education of the country, were the standards extended so as to include proportion, vulgar and decimal fractions, writing from memory, composition, and parsing. Were this suggestion adopted, and once fairly in operation, the individual examination would soon measure pretty accurately the efficiency of the schools. There would still of course be other subjects taught, but these would generally be taught best where the elementary groundwork had been most securely laid.

Financial effect of new as compared with old Code.

Of the financial effect of the Code, were it fully introduced, I am unable to speak with confidence. A few calculations which I have made seem to indicate, that, but for the clauses referring to endowments, the amount of money paid to the schools would probably be much the same as at present, though very differently distributed. The existing regulations do not profess to deal with schools according to their merits, except that they require a *minimum* of efficiency. No amount of excellence will secure a higher grant than is awarded to mere mediocrity. The visits of the inspector, and the hope of promotion through his good opinion, have no doubt acted, in many instances, as powerful motives to exertion, and in many others, I rejoice to believe, teachers have worked hard and will continue to work hard for love of the work and for the approval of their own consciences, but there are also cases of a different kind, where the stimulus of direct pecuniary interest might probably be applied with advantage. This the Revised Code proposes to do. The able and diligent teacher it proposes to reward by an increased grant, the slovenly it seeks to stir up by the fear of immediate loss. That it would accomplish this to a greater or less extent is

undeniable ; that its distinctions of merit are roughly and imperfectly estimated may be an objection, but can scarcely be a fatal one in the eyes of those who support a system that makes no distinctions at all. It may be a source of regret, that, under the new Code, unusual success in teaching geography, grammar, and the higher subjects would not be encouraged by a direct increase of grant, but it ought to be borne in mind that, by the present regulations, such a reward is not given for superiority of any description.

Decrease of pupil-teachers.

One effect of the complete introduction of the new Code would meet, I believe, with general approbation in my district. I refer to the reduction which must soon follow in the number of pupil-teachers, especially in the smaller schools. It cannot be denied that some of these pupil-teachers are superfluous ; in one school I found two, with only 36 scholars. Up till the last suspension of the Code, their number was gradually decreasing, few candidates being proposed to supply vacancies ; now the tide has partially turned, and candidates are abundant. There are, it is true, many schools in which the services of pupil-teachers have been most valuable, and which could not be carried on successfully without them, unless well qualified assistants were employed in their stead, at a much greater expense. But even in such cases, it is surely well to let the local parties procure the necessary teaching power, under proper conditions, in the cheapest and best form they can. In a majority of the schools in my district, the assistance of pupil-teachers, if it be the cheapest, is certainly not the best. The great recommendation of the pupil-teacher system in the eyes of the teachers has been, that the Committee of Council bear the whole of the expense, whereas the allowances to assistants have to be supplemented from local funds. Under the new Code, this difference would cease, and the proved value of each form of aid available to teachers, and within the reach of their means, would determine the extent of its adoption. As to the supply of future teachers, which is partly dependent on the present pupil-teachers, no fears are entertained in this part of the country. There has never been any difficulty hitherto, nor is any anticipated, so long as the incomes of teachers bear a reasonable proportion to those of other respectable professions. The value of pupil-teachers should be estimated solely by their present services, without reference to their prospective usefulness. There is no guarantee asked or given that they will ever become

Supply of teachers.

teachers; and, if they do, it does not follow that they will be better teachers than others, who choose the profession with more deliberation and at a riper age. As a matter of fact, those who have gone through an apprenticeship, and subsequent training at a normal school, though they are acknowledged to have distinctive merits, and honourably fill many important situations, seldom attain the foremost rank among the teachers of this district. The best schools are still generally filled, at least in Aberdeenshire, by men from the University.

Schoolmistresses and female schools.

The case is different in regard to schoolmistresses, in whose training the normal schools have no rival. Before their establishment, we had so long been accustomed to ill-educated (or rather uneducated) mistresses, that the value of girls' schools, when properly conducted, and of well-trained female assistants in mixed schools, has not yet been fully recognized; but in this matter there has of late years been very remarkable progress, and much more may yet be expected. Many of the schools conducted by certificated mistresses are highly efficient, supplying, besides mere needlework, a training which not only cultivates the mind, but softens the manners and regulates the heart. The appointment of sewing-mistresses in most of the parochial and other mixed schools is no doubt a step in the right direction, but it is seldom enough. In all but the smallest of such schools, I hope soon to see the junior classes under the charge of a certificated mistress, who, besides teaching needlework, will render much more efficient aid than one or two pupil-teachers in the rest of the school-work. A pupil-teacher seldom manages the youngest classes well, whereas a good mistress is generally more successful with them than the master himself. I know no other way in which the due instruction of these classes can be so satisfactorily provided for, without detriment to the higher branches, which have so long been the pride and boast of our school system.

Junior classes in mixed schools.

Attendance of older pupils in winter.

There are, I believe, a good many night schools in my district, but none of them is under inspection. In many remote parishes, however, a custom still prevails, which in some measure answers the same purpose as night schools. Young men engaged in agricultural work on widely-scattered farms cannot conveniently be assembled in the evenings for instruction. They therefore take a winter now and then for their own improvement, leave "service" altogether, and go to the day-school. The amount of work which these lads go over in a short time is sometimes marvellous.

Most of them return in spring to their usual employment; a few become so zealous that they either contrive to remain at school, or return winter after winter for several years. The following is an extract from my report on a parish school in which I found a number of these winter pupils:—

"This school is numerously attended, and conducted with great spirit. Its most striking characteristic is the attendance, for the winter months, of a large number of grown lads, some of whom appear to be older than the teacher. This, though a desirable enough thing in itself, does not at all improve the appearance of a school, for such lads are generally unable to fall into the ordinary classification. Here, however, many of them are well advanced, and those who do not join their classes in all the branches are nevertheless doing good work."

Something of the same kind is also occasionally met with in girls' schools. It is seldom that pupils of this description are qualified to earn grants to a school under the Revised Code, for they are generally less than 100 days present in any one year. Yet it seems very important to encourage their attendance. Might it not be possible to treat such cases as a modification, suited to rural parishes, of night school attendance, or at least to reckon scholars *above a fixed age* as qualified for examination under the standards by a smaller number of attendances than 200? Mere children can do little good at school in less than 100 days, but it is not so with the young men and women in question.

General character of teachers.

Though I have recorded in this report results which, it must be acknowledged, are somewhat disappointing, and unsparingly drawn therefrom the lessons which they seem to convey, I cannot conclude without expressing my conviction that the teachers in my district are, on the whole, able, honest, and conscientious. The parochial schoolmasters of Aberdeenshire, and those of the adjoining counties of Banff and Moray, if not professionally more skilful, are certainly much more highly educated than any other class of elementary teachers with whom I am acquainted. It is not to be wondered at that many of them opposed the Revised Code, and met its demands in a spirit of hostility, since its provisions in regard to endowments, class of children for whom grants are offered, and some other particulars, practically amount to the entire withdrawal of Government aid from their schools. Even those who approve (as most now do) of the principle of the Code, and of the method of examination which it prescribes, still continue to insist on its unfairness in these respects. No regulation, they argue, can be either wise or just, which deprives three counties of their fair share of a public grant, and excludes a whole

New Code opposed as unjust to Aberdeenshire.

class of schools (the best schools, in some respects, of which either kingdom can boast) from advantages which neighbouring and rival schools are permitted to enjoy.

Certain months unsuitable for inspection.

There is another ground of objection with which I am more directly concerned. The utmost pains were taken, nearly two years ago, so to arrange my work for the different months, that the schools should be inspected at seasons convenient for them. But the attempt was not, in every case, successful. All schools strictly rural are inspected in the months of January, February, March, April, and May, of which the last only is objected to, on the ground that many of the children have left for summer work. June is devoted to the villages and towns in the centre and south of Forfarshire, and July to Dundee. In regard to these months, there is no well-founded complaint. But in Montrose, Brechin, Aberdeen, Peterhead, Fraserburgh, and the villages throughout Aberdeen and Kincardine shires, in which I am employed from October to December, complaints are constantly made, and often with good reason. To these complaints I can only reply (and the answer is not a satisfactory one), that any other arrangement in my power would lead to still greater inconvenience elsewhere. The fact is that these months are not suitable for the inspection of schools in any part of my district. At the annual vacation immediately before, many of the older children, who have completed 200 attendances during the year, leave school, not to return. The younger children, after six or eight weeks' idleness, have generally forgot not a little of their humble acquirements, and, as they take some weeks to reassemble fully, there is not time to get them into the usual working trim before the inspector arrives. The consequence would be, in many cases, a serious reduction of the grant. Should the Revised Code come into full operation, I am anxious thus early to record my conviction, that the only mode of avoiding such an injustice to the schools will be to reduce, by some two months per annum, the time devoted to inspection. This would be done differently in each district according to the circumstances of the schools. Here it would be simple enough. I could distribute my autumn schools quite conveniently over the other months, and, with the aid of an assistant, inspect them all between January and July (inclusive). The proposal certainly looks like a selfish one, but it is not made on selfish or personal grounds. It may not, however, be out of place to add that, considering the very onerous nature of an inspector's duties, seven months' inspection, and five or six weeks' employ-

ment, on an average, in conducting the Christmas examination, revising papers, and writing a general report, might reasonably be accepted as a year's work. I have met with few who imagined, or were prepared to believe, that inspectors are really occupied day after day for ten months in the year. That they are so I do not wish to bring forward as a ground of complaint. My sole object is to show the reasonableness, so far as the inspectors are concerned, of a suggestion made with a view only to the interests of the schools and the claims of justice.

The future.

Meanwhile all is doubt and anxiety as to the future of elementary education in Scotland. It is much to be wished that the question were settled, somehow or other, for at least one generation. Nothing is more annoying, or less profitable, than the perplexity of constant change. The proceedings of the Royal Commission, now sitting, are hopefully looked forward to, as likely to afford a basis for wise and comprehensive legislation. But should that hope prove fallacious, I am satisfied that the Revised Code, though it would certainly be opposed in its present form, is capable of being adapted to the wants and circumstances of the country, so as to correct many of the faults, without ignoring the distinctive merits, of our venerable parochial system.

I have the honour to be, &c.

JOHN BLACK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, JOHN KERR, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* BANFF, MORAY, NAIRN, INVERNESS, ROSS, CROMARTY, SUTHERLAND, CAITHNESS, ORKNEY, *and* SHETLAND.

MY LORDS, Elgin, January 1866.

I HAVE the honour to lay before you my first general report, for the year ending August 31, 1865.

In the re-arrangement of districts made in May 1864, the northern part of what had formerly been one district, was assigned to me, comprising Banff, Moray, Nairn, Inverness, Ross, Cromarty, Sutherland, Caithness, Orkney, and Shetland. These counties, together with the southern part, comprising Aberdeen, Kincardine, and Forfar, now assigned to Mr. Black, were up to that time under the inspection of Mr. Middleton, to whom I acted as assistant for four years.

I cannot allow this first public opportunity of adverting to the re-distribution of districts to pass, without recording my warm appreciation of Mr. Middleton's uniform kindness, and valuable suggestions during four years of unmixed cordiality and harmonious co-operation. Of the school-managers and teachers of the counties with which my connexion has ceased, I have also to say, that the hospitality and kindness of the one, and the loyalty of the other, were all that could be wished, and a very great encouragement to me in my work.

Of the managers and teachers of my present district, I can speak in the same hearty terms.

Character of district.

The majority of the schools in my district are small, rural, agricultural schools; a few are attended by the children of a fishing population, but the number of superior parish schools is considerably above the average of the rest of Scotland. This is due to the fact that two of the counties participate in the Dick bequest, a fund left for augmenting the salaries of parish teachers in the counties of Aberdeen, Banff, and Moray. One of the conditions of participating in this bequest is the passing of a severe examination, which almost necessarily requires university training, and those schools have, in consequence, been generally taught by graduates of Aberdeen or other Scottish universities. This specialty, viewed in connexion with the future supply of teachers for such schools, seems to call for some remarks which I shall make in the sequel of this report.

Number of schools.

During the year I visited 146 schools, containing 164 departments, and taught by 128 certificated, and 36 uncertificated teachers, 65 male and 21 female pupil-teachers.

I am glad to be able to record my satisfaction generally with the state of education in these schools. On glancing down the list, I find I can say that, with a few exceptions, they are doing their work, no doubt with varying efficiency, but, on the whole, honestly and with good heart, and hence I believe that to few of them is a visit of inspection an object of dread.

Of the 146 schools reported, 25 were not examined in terms of the Revised Code, the examination schedule not having been filled up. Of these, 11 were cases of simple inspection, 7 preliminary to examination for certificate, 3 because at the time none had completed the requisite attendances, and the remaining 4 for various satisfactory reasons, which accompanied the reports.

The total number of children present was 9,173, of whom 410 were under six years of age, and 948 examined as under old Code, thus leaving 7,815 available for presentation under the standards. Of these 4,715, or 60 per cent., were presented in the proportions shown by the following table :—

—	Presented.	Passed in					
		Reading.	Per cent.	Writing.	Per cent.	Arithmetic.	Per cent.
Standard I. - -	1,343	1,199	89·2	1,115	83	992	73·8
„ II. - -	1,179	1,099	93·2	1,087	92·2	734	62·2
„ III. - -	963	928	96·3	826	85·7	719	74·6
„ IV. - -	680	656	96·4	542	79·7	518	76·1
„ V. - -	360	352	97·7	292	81·1	268	74·4
„ VI. - -	190	190	100	167	87·8	150	78·9
Total - -	4,715	4,424	93·8	4,029	85·4	3,381	71·9

From this table it will be seen that out of 14,145 possible passes 11,834 or 83 per cent. were actually gained. It will be seen also that the presentations in the three higher standards are 26 per cent. of the whole, viz.—

In Standard IV. upwards of 14 per cent.
„ V. „ 7½ „
„ VI. „ 4 „

I believe these latter per-centages are higher than the average.

The results shown by the table are pretty much what I was prepared to see, viz., (1st.), that reading secures the

greatest, and arithmetic the smallest number of passes, and (2nd), that in reading, Standard VI. is first; in writing, Standard II. is first; and in arithmetic, Standard II. is last.

That Standard II. should be highest in writing and lowest in arithmetic, is, I think, to be explained by the fact, that while writing, and representation generally in visible form are usually favourite occupations with children, the committing to memory of string upon string of figures, as in the multiplication table, is as commonly the reverse. I am not prepared to say that too little writing and too much arithmetic are demanded from Standard II. I merely mention a fact known to teachers, and which will continue to make itself felt as long as children do with ease what they like, and with difficulty what they dislike.

Religious knowledge.

This branch is taught in general satisfactorily, and sometimes very well. It is seldom that a school makes a bad appearance in repeating the shorter Catechism. It is not so rare to find one in which the children have not an intelligent appreciation of its meaning. The difficulty is, perhaps, inherent in the subject. Narratives from the Old and New Testament are often explained intelligently and well.

Reading.

Though the number of passes in this branch is high, it must not be inferred that each pass represents a satisfactory result. In the lower standards I have often passed reading which, while it indicated creditable industry, yet fell short of the fluency which may reasonably be expected. In the higher standards a pass represents at least fluency and general accuracy, but is not always a measure of style and expression. I have thought it necessary to give warning in several cases that monotony must give place to expression in order to secure satisfactory results in future. Many of the teachers in my district have adopted the excellent practice of reading for their pupils' imitation. This is doubtless the best, perhaps the only, method by which this important branch can be well taught. It is essentially an imitative art, and that a boy should read well he must hear good reading. I have followed the example set me by Mr. Middleton of causing the pupil-teachers to read publicly at the collective examinations. On such occasions the teachers are often present, and knowing as they do that the efficiency of their training in this respect will be compared with that of other teachers, an incentive to good reading on the part of pupil-teachers, and a consequent increase of their power to communicate a good style to the scholars under their charge, are supplied. Important

aids to improvement in this branch are also to be found in the exercises demanded of the 5th and 6th Standards, and in the committing to memory and recitation of passages from standard authors.

Writing. This branch, more than any other, might be taught with approximately uniform success. In practice this is very far from being the case, and that from want of observation of what has always seemed to me singularly obvious. The fact that the head line, whether engraved or written by the master, is a model for *exact imitation* is very frequently lost sight of. Page after page, and copy after copy, are written and apparently approved of (if we are to judge from the unchanged style) in which neither size nor style are attempted to be reproduced. The boy writes, it may be, clearly and carefully the words on the head line, but he does it with a heroic disregard of the model, and in a style purely his own. This is a great mistake. It would be unreasonable to insist upon the delicacy or elegance of stroke of the head line. It is not so to demand that an *honest attempt* be made to reproduce it in size and outline even to the minutest turn. I am satisfied that as soon as a habit of careful imitation has been formed, progress in this branch may be very rapid. It is very common to find the words of an excellent head line compressed into two-thirds of the proper space, and in the space thus economized the name of the town, or date of the year, or both, stuck in as padding. Generally where this is permitted the writing is not good.

Arithmetic. This branch is, I think, taught with increasing intelligence. Generally more is now aimed at than to make the pupil *go through* so many rules, and acquire a certain facility in an unintelligent manipulation of figures, as if they were unmeaning symbols specially meant for the torture of boyhood, part and parcel in short of the traditionary grindstone inseparable from school, but having nothing to do with the practical business of life. I find that common-sense questions, divested of their bookish garb, and presented in the form in which we practically meet them, have a much better chance of being correctly answered now than five years ago. There is, however, ample room for continued improvement in this direction.

The early familiarity with figures enjoined in the lower standards is exceedingly valuable for this end, and will, I doubt not, soon recommend itself even to those who now think it unreasonable. The statistics in this branch of our first year's experience of the Revised Code are not flattering

to Scotland. Failures in Standards IV., V., and VI.,—though many of them were due to want of practice in doing work on paper,—and perhaps also in Standard III. are fairly entitled to be scored up against us; failures in Standards I. and II., not to the same extent, inasmuch as the requirements, though good and not excessive, were new, and, in the uncertainty about the extension of the Code to Scotland, were not worked up, so that failures in these lower standards indicate not so much *inefficiency* as *want of direction.* Teachers did not pretend to teach arithmetic to mere children and fail. They thought it impossible, and in the absence of any urgent necessity did not try.

In some of the more northern parts of my district parents object to writing and arithmetic being taught to very young children, and refuse to supply them with the materials. I did not hesitate to recommend the teachers to refuse admission to all such, as probably the best cure for this.

Fees. Fees are seldom decently paid in the north. The parents are poor, but often more careless than poor; and habit is strong, especially where it lies in the direction of saving expense. They have not been accustomed to pay fees, and a change of habit is naturally not attractive. I have in some of the more glaring cases advised the rigid exaction of a small fee, as the best means of making parents value the school, and as a corrective of carelessness at home and irregularity of attendance.

Grammar and geography. I visit few schools in which these branches are not more or less taught. The attainments in them, however, are smaller than previous to 1864, partly because of greater attention being paid to the elementary branches, and partly because of their being temporarily discontinued, as being supposed to be beyond the range of the new method of inspection. This mistake I have endeavoured, and, to a certain extent successfully, to correct, by asking for these subjects, and examining upon them as formerly so far as time permitted. Both I consider valuable: geography, for its facts and useful information; grammar, for its excellence as mental training. In the hands of a skilful teacher, who approaches the subject on the principle of common sense, grammar, though carried little further than the elementary stages, can be employed perhaps more effectively than any other branch of schoolwork as a means of stimulating thought and intelligence. Both subjects may be, and are, perhaps, best commenced without text-books.

Music. I find singing in many schools, and almost invariably in

those taught by a mistress. Its importance as a recreation and civilizing agent is not so generally felt as I could wish. Some means, more or less efficient, of teaching it might be found in every school.

Revised Code.

My experience of the Revised Code is very different from what I expected. I have found it both easier to work and more satisfactory in its results than I was prepared for. To its principle of individual examination, as tending to prevent indolence and pretentiousness, it would have been difficult to object; it was not so difficult to doubt its practical effect. I did doubt this, and in doing so I was not alone. Neither am I alone in being convinced by experience that much of our distrust was groundless. It will do great good in securing solidity in the staple articles of education. Food, however, may be solid and of wholesome material, and yet fall far short of excellence in cooking or digestibility. I think there can be little doubt that, in the hands of many teachers, the Revised Code has a tendency to produce formal and mechanical work; to discourage, or at least not to encourage, the intelligent explanation of words and the meaning of the lessons. The remedy for this is a liberal and judicious use of the clause for deductions for faults of instruction.

Again, the higher branches will suffer more or less. This is to be regretted, but if soundness in the elementary stages cannot be otherwise secured, this result must be cheerfully acquiesced in as the least of two evils. I do not think we are shut up to this conclusion. The new system may be liberalized without losing its tension, and may encourage the higher branches without giving up security for what is doubtless more important—the lower ones. If this can be done its educational effect will be altogether salutary.

I have by no means been invariably satisfied that schools with the largest number of passes were on the whole doing most for education. There is a considerable margin within which a large number of passes may be obtained by means which, while not perfectly, may yet be so nearly, fair, and so approximately conformable to the letter of the Revised Code, that exception cannot well be taken to them. It may be represented that the children have a long way to come, and are therefore older before they enter; that the attendance is very irregular, and consequently less advancement possible, which may be wholly or partially true. And when none of these exceptional causes exist, the children may, according to the varying conscientiousness of teachers, be presented lower than they ought; so much lower as to

secure passes for almost all, and yet not so low that an inspector would feel justified in saying "this won't do." The requirements of the Revised Code may be regarded as a maximum rather than a minimum of attainment, and general intelligence may be neglected so as to cause dissatisfaction, but not to such an extent as to warrant the recommendation of a deduction. Geography and grammar may have been to some extent neglected, and yet the deficiency may not be gross enough to warrant the infliction of a money penalty. I believe there are very few teachers in my district who are insensible to a bad report, even though it brings no pecuniary loss. Still there are some, and in the case of all such the *paying subjects* will receive almost exclusive attention, so that if the Examination Schedule were to be taken as the sole measure of educational effect, a school taught in a selfish, wooden, and mechanical spirit would seem to throw into the shade another which was doing better work and in a nobler spirit. Very high results under the Revised Code may be attained by an inferior teacher, for under it success implies vigorous *teaching*, but not necessarily *education*. I do not mean that deficiency in the *paying subjects* should be condoned by superiority in the higher ones, or that the *paying subjects* demand too much, but simply that a school may fall short of excellence in them, and to that extent be punished pecuniarily, and yet be much superior in general educational effect to another school which presents on its examination schedule a clean bill of health, and which, though deficient in general intelligence, contrives judiciously to avoid such glaring defects as would entail pecuniary loss.

That this is possible may be gathered from my experience of the past year. I have inspected several schools in which the pupils previously examined in Standard VI. were still in attendance. These could earn nothing for the school, and except by very gross neglect on the part of the teacher, could inflict no loss. It is evident that a teacher who should take for his motto—and there are such teachers—the "paying subjects," might with impunity, so far as the Code is concerned, content himself with keeping that advanced class decently above low-water mark, teach them little geography and less grammar, avoid the unnecessary trouble of carrying them on to more advanced arithmetic, and by the time thus economised secure perhaps 99 per cent. of passes under individual examination. Another less self-seeking teacher, knowing that it is on account of these extra-standard subjects that such a class continues at school,

in prosecution of the reasonable ambition to earn their bread, not by manual labour as their fathers had done, but by a more elevating, remunerative, and perfectly accessible occupation, distributes his time judiciously over the paying and non-paying subjects alike, and may succeed well in both; but he will almost certainly fall short of the brilliant returns of his more selfish rival. Whatever may obtain elsewhere, it certainly is the case in Scotland that the children of working men do attend school for these higher subjects, acquire them satisfactorily, and make a good use of them. Hence I venture to follow up a suggestion already made by some of my colleagues, that a Standard VII. should be instituted, in which the higher rules of arithmetic, grammar, and composition should be provided for. I have observed frequently during the past year that there is a tendency on the part of teachers to consider the work of inspection over when the Standards have been examined. Formerly there was commonly enough an anxiety to bring under notice the higher branches. There is now in my experience much less of this; it is now in many cases necessary to ask for what was formerly volunteered. This additional standard, together with permission to make a tolerably free use of the deduction clause, would be a most important addition to the Code, which, securing as it does solidity and accuracy in the elementary branches, would, by being thus supplemented, be open to few objections from an educational point of view.

Of its pecuniary effect I cannot speak with much certainty, but from the calculations I have made it appears that to schools of less than 40 it will cause a loss. To larger schools it will probably be a gain, or, at any rate, the difference of payments under the old and new systems will not be so great as to cause serious alarm. This presupposes that the attendance is not exceptionally irregular, and that the schools are inspected at a suitable season. In my district this latter condition unfortunately is one that cannot be satisfied in respect of the five most northern counties. About the middle of April, schools in Inverness, Ross, Sutherland, Caithness, Orkney, and Shetland, begin to thin off; in agricultural districts, for field work; in seaboard districts for the collection of seaware for manure. In spite of my best efforts to arrange my visits most suitably for the schools, these counties can only be visited after April, when in many cases the attendance is little more than one-third of the maximum. In April last year I found in one school in Ross-shire only 37, while the attendance

during winter had been upwards of 100. Again in October and November I have a few town schools which can be visited with advantage, but in the country schools many have not returned, and those who have cannot be expected, after an absence of five or six months, to do justice either to themselves or the teacher.

In all such cases the money part of the Revised Code will doubtless be complained of as inflicting a loss for causes over which neither teacher nor managers have any control. Some of the smaller schools in the most northern counties may, I fear, require to be discontinued.

Another question of great importance to rural districts is how far the half-time system can be applied to them. Many half-grown lads attend school regularly for three or four months during the cessation of field-work. The time of their attendance is as definite as the seasons, for it is regulated by them. Perhaps 100 attendances might make all such pupils eligible for examination under the standards. How far your Lordships can devise means to meet this difficulty is a most important question for the education of the north of Scotland, and one which you are no doubt willing to consider. Half-time

Normal School Training, and Parish Schools.

Of the 146 schools inspected during the past year 52 are parish schools in receipt of grants. For all parish schools Latin, and, for many, Greek, are indispensable qualifications. These schools are intended for working men's children, and are in point of fact attended sometimes wholly by that class, and always by a very large majority of it.

It is therefore important to consider how far the system at present in use for the education of teachers is fitted to meet this demand.

It seems to me evident that, in the course of a few years, not only will schools generally, but our parish schools also, be in the hands of teachers trained at the normal colleges. This is the case to a large extent already over the greater part of Scotland, and the custom is being introduced into the parish schools of Aberdeen, Banff, and Moray, which have been hitherto almost invariably filled by men who have had a full university curriculum. No one who knows what these schools have been, and how much they have done for the children of working men strictly so called, can regard such a change as anything but a serious misfortune. I wish to throw no reflection on the normal school teachers already so appointed. Some of them teach remarkably well,

but have already been rejected by the university board as unqualified. I speak only of the general question, and submit that it cannot be other than a misfortune to have our best schools filled by a class of men of a confessedly inferior education. It may be said with truth that this is not an unmixed evil; that hitherto, while the higher branches under the parish teachers of the old school were superior, the lower ones were neglected, and that the Revised Code statistics prove this. I admit most fully that any system of education for the working classes which fails in the elementary branches, fails in what is most important. The question therefore is not as between the higher and lower branches, but how far they can be combined.

The leading difference between the parish teachers of the old school and teachers trained at normal colleges is this: The former knew much more and had more general culture, but could not teach so well, having paid little or no attention to the *art of teaching*; the latter know much less, but can teach better what they do know. The few instances we have of the combination of university with normal school training, that is, of *general culture and training to teach*, furnish a strong argument in favour of the combination being made as general as possible. This, it seems to me, may be done by making a new distribution of the two years which a student must spend at the normal school.

In the first place, two years *training to teach* is, I think, 18 months too much. If a man of 20 years of age cannot, under judicious training, learn the *art of teaching* in six months, he will never learn it. This argument is all the stronger if for four or five years previously he has been a pupil-teacher.

Suppose this granted, what is the best use to make of the remaining year and a half, or rather what is the use at present made of it? A normal school student is occupied in learning details of geography, history, religious knowledge, grammar, English literature, &c., with, in some cases, infinitesimal quantities of Latin. Now no man of the age referred to, and having any pretension to intellectual activity or self reliance, requires to be taught the details of geography, history, or religious knowledge. Advice, direction, or examination may enable him to take stock of his knowledge, but all his teaching he must do for himself. No man can pretend to be educated who is ignorant of the general outlines of these subjects, but a man may fairly enough claim to be educated, and as a matter of fact men do claim it and have their claims allowed, who do not know

these subjects at all so minutely as is demanded of a normal school student. If it be urged that, as a teacher, he ought to know them more minutely than another man, it seems fair to answer that few men can teach geography, history, religious knowledge, &c., *well* to an ordinarily intelligent class in an elementary school on the mere strength of the geographical and historicalknowledge acquired *years before.* It is a kind of knowledge, the minutiæ of which come and go with the occasion, and which must be recalled and re-called again as occasion rises. If this view be correct, it appears that a very considerable part of two years spent in getting up such details is in a great measure mis-spent. The time thus alleged to be mis-spent may be utilized in two ways, by both of which general culture will be secured, while history, geography, and practical training to teach may be sufficiently provided for. How, then, are our normal school students, who are to be hereafter the occupants of our parish schools, to be trained so as to be worthy successors to those who have gone before them in respect of education, and superior to them in practical skill?

1. By allowing and encouraging them to attend two sessions at the university. During the university session of six months the ordinary normal school work should, in respect of such as choose the university course, be set entirely aside, and all their instruction be directed towards the university course. This will leave ample time for the practising part of the system, and for getting up the general details of the ordinary subjects, in which he needs little, if any, assistance. During these two sessions a respectable knowledge of Latin, Greek, and mathematics may be acquired, if during his apprenticeship as a pupil-teacher he has been fairly trained in these subjects, which in many cases he may easily be. I find that of 65 male pupil-teachers in my district 31 took Latin instead of English grammar at their annual examinations. It would be, perhaps, neither fair nor expedient to compel all students to this course, inasmuch as there are many schools in the country for which a knowledge of elementary subjects is quite sufficient.

This seems to me the best course, combining as it does sound instruction in technical subjects with the general culture and mental stimulus which perhaps only university training can give. This cannot, perhaps, be measured ; it is perhaps intangible, but no one who has passed through it can be ignorant of the fact, that his first year's experience of a University, where he measures himself with men preparing for all other professions, gives to his whole mental

nature an impulse which nothing else can give in so short a time. This general culture cannot be present or absent in a teacher, without producing corresponding effects—intangible, too, perhaps, but unmistakeable—on his pupils.

It may be said that the public purse ought not to be taxed to supply to the poor the luxuries of education. This is more plausible than sound; luxury in education, as in other things, is a relative term. To the working man's son in England Latin is a luxury, and in ordinary cases an untasted, unwished for luxury. To the same class in Scotland it is not, and has never been so. At our parish schools till lately a poor boy with brains and ambition considered and enjoyed it as a necessary, and I do not think it is anywhere maintained that it has generally been abused, or has produced mental dyspepsia. The short step between Scottish parochial schools and Scottish universities, and the unbridged gap between English national schools and English universities, explains, I think, satisfactorily the difference between the educational appetites of the two countries. Any Scotch boy, who has made a good use of a good parish school, finds the University within his reach by a reasonable effort. To the English boy the great expense of a university course presents an effectual bar.

It may then be affirmed as certain, that in Scotland Latin and the higher branches have not been useless and abused luxuries to the poor man's son, but useful and valued necessaries, that have, by the aid of brains, been resonably within his reach. It is surely then no reason that because Latin and what it leads to are useless and dear to the working man's son in England, they should be withheld also from Scotland where they are useful and cheap.

If it could be urged that the higher branches could not go hand in hand with the elementary ones, there would then be a strong argument against the former. Although the Revised Code statistics of the past year point in this direction, I do not think that anything like demonstration has been arrived at. As I have already said, the old and new systems may be thus summarized:—

Old style.—Good classics, poor elementary subjects; the reason being that the old teachers were not trained to teach, and economy of time and method were unknown.

New style.—Good elementary subjects, little or no classics; the reason being that the new teachers are trained to teach, while classics and general culture are unknown and consequently not taught.

If, then, we could but add higher culture and acquirements

to the professional training of our new school of teachers, we might find what has been hitherto deemed impossible, viz., that both elementary and the higher branches may be made to advance "*pari passu*," if not with the success of a single aim, at any rate satisfactorily.

2. Failing this plan, to which there may be objections which have not occurred to me, instead of enjoining the same or a similar routine of elementary details during both years of normal school training, let the first, if necessary, be principally devoted to these subjects and to the practising part of the system, and during the second, let the students' attention be given almost exclusively to the higher branches, Latin, Greek, English literature, &c., without which a teacher cannot be said to be educated or produce educational fruits in the best sense.

If some such means are not taken to check the unquestionable downward tendency of Scottish education, our position will be lower educationally twenty years hence than it has ever been. I do not wish to sacrifice the solid and elementary to the high flown and elegant. Education which is not good in its elementary stages is not good at all, but neither is education, which is solid in elementary branches, but completely destitute of stimulative effect, a good education. I think both can be combined, if not fully, at any rate more satisfactorily than if either stood alone.

This is neither the place nor time to enter into the details of this proposal, but it may not be out of place to suggest shortly how the present normal school course and the proposed permissive university training may be made to dovetail into each other.

I venture to suggest that two sessions of six months each of attendance at a university be reckoned as equivalent to the same time spent in a normal school, and that the student who supplements these two sessions by attendance at the normal school during the summer months between said sessions, on account of elementary subjects and the practising part of the system, be held to have fulfilled the conditions requisite to entitle him to compete for certificate as a second year normal school student, provided he produce from the professors whose classes he has attended satisfactory evidence of regularity and proficiency.

If it be agreed that the practising part of the system is thus sufficiently provided for, there seems to be nothing to prevent the present system and the proposed permissive one from working harmoniously together.

In the case of pupil-teachers who have finished their apprenticeship, and who, after having gained admission to the normal school, may choose the university course, permission to do so should be granted only on condition that the inspector certify that his classical training is such as to enable him to profit by the course.

A greater difficulty, but I think not an insuperable one, may be the settlement of the money payments on behalf of such students as go to the University.

There has been as yet no experience of a grant to normal schools calculated entirely on certificates gained by their students. But taking the certificates issued in the two years 1863 and 1864 to students trained in the Scottish normal schools, and estimating therefrom what the grants would be were Articles 98 and 99 of Revised Code in full operation, it will be found that no normal school in Scotland would have got 75 per cent. of its expenditure, and that therefore your Lordships would have paid to the normal schools, and will in all probability hereafter pay to them, 100*l.* for each student trained in them who gets his parchment certificate. Let, then, this 100*l.*, which is at present paid to the normal school, be distributed in the following proportions: 60*l.* as a bursary to the student on receiving his parchment, 40*l.* to the normal school for its training in elementary subjects and in the practising part of the system.

The normal school thus would (1) have an interest in procuring a situation for the student, and(2) would in all probability advance his bursary as he needed it, as at present, on receiving from him an undertaking that he would prosecute the profession of a teacher.

There is no danger that the supply of such teachers would exceed the demand, seeing that it is only when a student has received two favourable reports of his school that the money is paid. The demand will therefore regulate the supply.

These details may require to be modified. What I would lay stress on is,—

1. That your Lordships are not asked to pay *more than at present.*
2. That an unquestionably better education is obtained, while the practising part is sufficiently provided for.

By thus holding out to pupil-teachers on the completion of their apprenticeship a university bursary of 30*l.* for two years, your Lordships would, at no additional expense, do more to promote an education sound in elementary branches

and as advanced in non-elementary subjects as Scotland has been long accustomed to, than by any bestowal of money I can think of.

There are doubtless many pupil-teachers apprenticed to masters who cannot give them such an education as would enable them to profit by a university course, but there are also many who can be so trained. The first draft of teachers combining the university and normal school training would increase the number, and every successive relay would increase it still more, and the result would be a gradual but general elevation of the status and culture of our elementary teachers. The prospect of two years of a university course would induce a much better class of candidates for apprenticeship to come forward, and thus remove the difficulty many teachers feel in getting their poor but clever pupils to engage as pupil-teachers. The ranks are at present certainly not recruited from the best of the eligible class.

I have here confined myself to pointing out the disease and roughly hinting at the cure. The subject is well worthy of further consideration, and I shall gladly give it if necessary.

I should only add that, should a different means of securing university training be preferred, in which the co-operation of the professors would be of use, those to whom I have spoken are ready to afford every reasonable facility and encouragement.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *on* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS *examined in the* COUNTIES *of* BERWICK, EDINBURGH, FIFE, HADDINGTON, KINROSS, PEEBLES, ROXBURGH, *and* SELKIRK, *from August* 1863 *to August* 1865, *by* EDWARD WOODFORD, Esq., LL.D., *Her Majesty's Inspector.*

MY LORDS,

Time and work embraced in report.

THE report which I have now the honour to present embraces the work of the period from August 1863 to August 1865, except that in connexion with the Training College and Model School, which is reported separately.

Old Code.

Up to May 1864 I continued to inspect under the *Old Code*, and visited 74 schools, in which there were present 10,213 children, 138 teachers, including 36 for needlework merely, and 133 pupil-teachers.

New Code

From that time the schools were examined under the *Revised* or *New Code*, while the payments continued to be made under the *Old Code*. This division of my work embraced 222 schools, in which there were 31,148 children present, of whom 54·7 per cent., or 17,043 were examined individually. These were distributed among the several standards as follows :—

Numbers examined.

Standard.	I.	II.	III.	IV.	V.	VI.
Number presented - - - -	5514	4153	3329	2499	1227	321
Per cent. of the whole Number -	32·3	24·4	19·5	14·7	7·2	1·9

The teachers were in all 407, of whom 125 taught needlework merely, and the pupil-teachers 231.

THE NEW CODE.

Objections to New Code.

As the cases under the Old Code present no prominent feature that has not been noticed oftener than once in former reports, I proceed at once to what I have to say on the introduction and effects of the "Revised" or New Code. It was received with somewhat less hostility than it had been looked forward to. Still the objections to it were great, but, for the most part, vague, and such as, with few exceptions, were found upon closer examination to be of little weight, very limited application, or wholly fallacious. I cannot help thinking that the objections in the interests of education were a good deal inflated, if they were not in some instances entirely created, through those of the

monetary kind. The teachers of Scotland, and those who adopted their views, had hastily concluded that they must have the same grounds of objection on the score of reduced allowances that had been so strongly urged in England, generally overlooking the important difference, that, while the capitation grant of 5*s.* which had been enjoyed in England since 1853, in addition to the other grants common to England and Scotland, was in the New Code reduced to 4*s.*; this payment of 4*s.* a head on the average attendance over the year, in addition to the results of individual examination, would be to Scotland an entirely new acquisition. Well attended and well taught schools in Scotland should be decided gainers by the operation of the Revised Code, except in some cases through the operation of Article 4 (restricting the grant to those who support themselves by manual labour), and in those in which the requisite number of attendances cannot be made up between the general period of entrance and the time fixed for the examination of the school. Another element of loss, which would be felt as a hardship where it is of frequent occurrence, is the removal of parents from the vicinity of one school to that of another, forfeiting a grant to each of them for, it might be, the best taught and the most regular attenders in either. The class of schools that will suffer, and some of them severely, by the application of the Revised Code without any modification are those chiefly in the islands and sequestered glens of the mainland, where, from the smallness of the population, the attendance is necessarily very limited. I have visited not a few, and I know that there are many more, in which the average attendance over the year does not amount to 25, and where, from the poverty of the people and the consequent non-payment of fees, there is not, under the Old Code, sufficient encouragement for a well qualified teacher. Now to obtain a grant under the New Code equal to the minimum (15*l.*) under the Old Code, it will require 25 children to be all qualified by attendance, and to pass examination in everything, while there is no drawback through any of the other conditions laid down. For such cases, unequivocally ascertained, it might be easy to make some proportionate allowance without touching the rule as applicable to the ordinary class of cases, where the average attendance is at least 50, or ought from the population to be so, though from inefficiency or local rivalry it may be less. In case of the removal of children from one school to another a certified extract from the register of the former might be admitted

Oversight in Scotland of capitation grant.

What schools should gain.

Schools that will lose most.

Remedy.

to supplement the attendance at the latter, as proposed by one of my colleagues last year.

Parish schools and Article 4.

The constitution and general attendance of the Parish Schools of Scotland, and of others founded upon their model, renders the prospective operation of Article No. 4 a peculiar grievance. It has long been remarked as a fact in many ways advantageous, that in these schools may be seen the sons of the minister, small proprietor, factor, or well-to-do farmer, side by side in the same class, and struggling for their place in it, with those of the poorest cotters, farm servants, or other labourers. They are all entitled to the same education for the same moderate fee. This fee is in many cases not paid, nor does the master insist upon it as a condition of continued attendance, but others will not pay more than the fixed rate, either on that account or because the Government grant is withheld in the case of their children. The soundness of the principle of this article is not questioned, though in its detailed application according to the instructions in the "Supplementary Rules," those whom it excludes may be in worse circumstances than others whom it admits; *e.g.*, the employee with his clear weekly wages may be better able to pay for the education of his children than his petty employer with his rent and other liabilities, and his occasional bad debts. Managers may at once dispose of obvious cases of the kind, but they are likely to shrink from the inquisitorial and invidious task of enabling themselves to answer the prescribed questions in cases that seem doubtful. I would suggest that, besides the obvious cases, 5 per cent. of the average attendance may be allowed to pass the application of this rule. This margin would save much annoyance in the case of a large number of ordinary schools, and would still leave the rule in sufficient force against any considerable section of middle or better class children, that are to be found in some inspected schools, and whose education should not, according to the principle laid down, be aided by grants from the public funds.

All pay the same fee.

Modification suggested.

The 200 attendances.

There is a very general complaint of the difficulty of getting the 200 attendances made up by many of the children who are stationary in the place, and whose names are in the register all the year round, but who are often absent, not only through occasional field labour or sickness, but for the most frivolous reasons; and that some who have made up the attendances either absent themselves on the examination day or are sent as a *favour* (not as a duty) to the master, because it is for his interest to have them. It

has only to be represented, however, that the 200 attendances imply only 100 days, which, at the rate of five days a week, extend over five months, or half the school year, after deducting two months for holidays, to procure a ready admission that the demand on the part of your Lordships is most reasonable. It is indeed an increase (which was much called for by the teachers themselves under the Old Code) on the general average attendance over the year, which, from their representation and such statistics as came within my observation since 1852, I represented as compressible into four months steady.* The remedy for this evil must be found by general and local effort, on the part of those who take an active interest in the young, to impress parents with the greatness of the injustice that they do to their children by any encroachment on their school hours that can possibly be avoided, and to this should be added any practicable appeal to their immediate interests. One method has occurred to me which, as approved of when incidentally mentioned, may be worthy of consideration for general adoption, and its adoption by a whole district is necessary to its success. It is to re-adjust the school pence so as to include one shilling quarterly, or half the examination grant, to be returned at the end of the year in the case of those children who make up the attendances and undergo the examination. The parents would thus have a direct interest, as well as the master, in effecting more regular attendance, and the result could not fail to be beneficial.

This demand confessedly reasonable.

A suggestion.

Teachers represent, and I believe correctly, that children are brought to them either without any previous education, or from infant schools where they have made very questionable progress, at an age which requires them to be presented in the 1st Standard, before it is possible to have them ready to pass creditably, if at all, or they pass in such a state as scarcely to leave it possible to get them to pass next year in the 2nd Standard, between which and the 1st the step to be made out is greater than at any other stage; and that they are thus to be subjected to repeated penalties, both in credit and income, for defects which they have no adequate opportunity to correct. I do think that there is here a fair ground of complaint, and an evil in an educational point of view, which should, if possible, be removed; and I would suggest that the simplest and best way of doing this might be to allow those who fail in the writing

A ground of complaint in Standard I.

Suggested remedy.

* 1852–53, vol. ii. p. 1105; 1856–57, p. 620; 1860, p. 214.

and arithmetic of the 1st Standard, and are at the time not over seven years of age, to be re-entered in that standard. Your Lordships are to deal specially with the case of a school dispersed by a prevailing epidemic.

Endowment.

I have thus noticed all the specific and tangible objections of the monetary class that are generally urged (except the endowment question which is too large and general a subject to be discussed here); and I venture to think that the few slight modifications which I have presumed to suggest would substantially remove them, and give general satisfaction.

Educational objections.

The objections of an educational kind will fall to be considered, and will be more easily appreciated, on a statement of the mode of proceeding, the exactions made at each stage, and the results impartially arrived at in the course of a careful and patient examination. In the outset the whole machinery was new not less to myself than to the teachers and the children, and no arrangement was made till I arrived to say what should be done. Thus each case took double the time that would otherwise be necessary.

Notes for teachers.

To secure some preparatory arrangements, after a few trials had been made, I sent out written notes with the forms. These being found useful were gradually extended and printed. They are as follows :—

Memoranda for Teachers in Arranging for a Visit of Inspection under the Revised Code.

Things to be produced.

1. Make a point of having your examination schedule filled up and certified as required. No number should be passed over blank. Any division can be marked by an ink line over the existing faint line. It is well to make a copy of the list for your own present as well as future reference, as I cannot spare it after commencing the examination. Other things to be produced are the Form IX., filled up and signed, the registers, log-book, and parchment certificate.

Number in schedule

2. To save time, the children should know their number in the list, keep it in the upper left-hand corner of their slate, readily answer to it, and take rank by it for any exercise; and they should understand that they are not to copy, in writing, nor blot out anything without being told; and that in reading they are to speak well out, and one is not to correct another.

All the qualified to be entered.

3. All should be on the examination schedule who are qualified by attendance; and those not so qualified, and, therefore, not on this official schedule, may still be examined with the standard to which they would naturally belong, but entered on a separate paper, and taking *A*, *B*, *C*, &c. instead of a number.

To prevent copying.

4. As it is quite essential to prevent copying, the children engaged in any written exercise should be placed at the distance from each other of both arms fully extended without touching. If this plan were adopted in ordinary practice, or any equivalent expedient to enforce entire self reliance, the temptation to copy would be much diminished.

5. Standards IV., V., and VI. write on foolscap paper. Half a sheet is

enough for each. On the upper left-hand corner of it will be written the number in the list. It may be headed beforehand by this number, the name of the school, the date, the name of the pupil, and the standard, thus— Paper to be ready.

No. 47. ——— *Parish School,*
2d October 1865.
George Henderson—Standard IV.

They should have their copy-books or something else under their paper when writing, and a bit of blotting paper, and each should have ink, so as to sit or be moved independently.

6. Your Standards I. and II. may consist of more than one class, and may all be reading in books more advanced than the Standard requires. Now, fluent reading in familiar passages of a more advanced book is obviously no proof of ability to read at sight what is required, and besides the loss of time, it is impossible to make due allowance for blunders in an *un*-familiar passage of such book. Two copies, or one, of a book containing some variety of monosyllabic narrative or sentences will do for all Standard I. Similar remarks are applicable to the books of Standards II. and III. Books.

7. Standard II. should have the same book to copy a line from, which will be taken at random, and as there will not be time to turn from page to page, because this or that book wants the place, you may, in case of incompleteness, give me beforehand a list of pages that are wanting, or that they all have. It is necessary that all in Standard III. read in the same book, and each should have a copy, as the dictation has to be taken from the passage read.

8. Standard I. should be prepared to write the letters that may be dictated, in a line, and the numbers in a column.

9. As to the best order of procedure, if the girls are at their needle-work when I arrive, that branch can be disposed of at once. Any ladies who take an interest in it should be apprised of this, that they may, if possible, be present, and assist in forming a right judgment on the work. Order of procedure.

10. Then after the number of boys and girls present in each of the ordinary classes, irrespective of their being in the examination schedule, is got, and entered, it is generally desirable to take first those on the examination schedule *under six;* and the rest of similar age, with any who should be in Standards I. and II., if they had sufficient attendance, and with the assistance of the pupil-teachers, get them examined as classes in the usual way, and dismissed, to relieve the rooms.

12. An arrangement may be made, according to circumstances, to have the children out or in, by relays, care being taken to prevent any from being absent when required. Standards I. and II. should be got through before it is late in the day.

13. Much valuable time (an hour or more at a school) has often been lost for want of such preparations, and so much drill in the mechanical arrangements as will enable the children readily to comprehend and to do what is required. Now, *half* an hour would allow a minute more to each of thirty children in difficulty, with a chance to pass, instead of being rejected, in the oral parts of the examination. The arrangement made is occasionally faulty, so far as economy of time is concerned, *e.g.* —No. 1 of Standard I. is placed in the back corner of the gallery, and takes nearly half a minute to reach the examiner. Then on his way back to the same place he meets and stops No. 2. No. 1 should obviously be placed nearest, and should not go *back*, but pass on, being immediately followed by No. 2, and so on. If, in addition to the best arrangement, Saving of time.

we can, by alertness, save even a few seconds on each of a large number of children, it is of importance to do so.* The examination is thus got through while the children are comparatively fresh; and there will be time to form a due estimate of attainments beyond the requirements in the several standards. These elementary requirements are *essential*,† but they are *not all* that is necessary to the payment of the grant. No. 7 of "Instructions to H.M. Inspectors" states that "The grant to be "made to each school depends, as it has ever done, upon the school's "whole character and work."

Essentials.

Additional subjects.

It would be well, if, in addition to the approximate numbers in the different standards given in acknowledging the intimation of visit, those for whom any special profession is made were also given, as a particular portion of Scripture, or a subject of religious instruction; geography (*what countries*); history (*what portion*); advanced arithmetic (*what rules*); grammar (*elementary* or *advanced*); singing (*at sight* or *in parts*); drawing (*at what stage*); Latin or French (*elementary* or *in what books*). Any lists of these should be in a paper apart from the Standard Examination Schedule, the same number or letter being used throughout to indicate the same individual. With this additional information at the outset a better allotment of time might often be made, and the school could more confidently be reported upon to the full extent of its merits, and in the more advanced as well as in the elementary subjects.

ED. WOODFORD.

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* In ordinary practice much time might be saved, in matter as in arrangement,—*e.g.*, the details of parsing, might, after a time, be reduced to the varying essentials, as the *kind* and *tense* of the verb, and the *case* of the noun, &c. The constant repetition of "*The*, the definite article, limiting—(children)" costs three seconds each time. There would, of course, be an occasional recurrence to the details in full. In geography, the best use of the pointer is rare.

† And not less essential to the facility and the solidity (which is often wanting) of farther progress.

Reserve from examination.

As credit was to be gained or lost to the school by the appearance which the children made under individual examination, while the amount of the grant was not affected by the number presented, it soon became customary among teachers to interpret the 5th supplementary rule as allowing them to reserve such as were not likely to pass well, and thus the examination of the school failed to be a test either of its absolute or comparative efficiency. In consequence of this I introduced No. 3. of the memoranda, and have for several months made a point of inquiring, and noticing whether it was complied with or not. I believe that most of the teachers in my district do now comply with it, though they urge that it must put them to disadvantage as compared with others who present or withhold as they please; and an instance is quoted of a rival who gave out that all his had passed in everything, he having presented 25 out of 175.

Uniform standard.

It seems very desirable with a view to that uniform standard of examination which it is one of the objects of

the New Code to establish, that each inspector should state his practical interpretation and his mode of applying each article of it, and the exact measure of his test for *passing*, some discretion having been allowed as to the details mentioned in the "Instructions" which are declared to be only tentative.

Reading.

Requirement in reading in Standard I.

By reading, I understand in Standard I., the ability to make out any monosyllabic word of three or four letters, though it may not have been seen before, without much hesitation, and, when specially warned and time allowed, without miscalling and guessing. Those who cannot do this when there is nothing peculiar or exceptional in the use of any of the letters, do not *pass*. Beyond *passing*, the addition of ease and fluency, for the age of the children and in passages not previously familiar, go to the general credit of the school. To run over passages that have been made familiar, is no proof of ability to make out a new syllable from the known powers of the letters. About 30 years ago an opinion began to prevail very generally that children ought to be taught to read exclusively in familiar words, and that the syllabic training in general use up to that time was absurd and discouraging as conveying no meaning.

Look and say system.

Recently we have had the "Look and say" system, by which children are taught to look at a word and pronounce it after the teacher, without previous knowledge of the letters, the combination of which has to be remembered when it recurs, like the Chinese mark for a word, till a sufficient number of them be known, to yield by analysis a portion of the alphabet. This method well worked, would certainly be preferable to that of commencing with such an entirely false system of the vowel sounds as has been almost universally inculcated in England, apparently from time immemorial, and in Scotland, for about half a century. To work it well, however, *i.e.*, to make the children themselves *discover* the alphabet, or at least fully *recognize* the discovery to which they have been assisted, would, besides the requisite amount of time, patience, and individual attention, require more skill, judgment, and ready tact, than the generality of teachers are possessed of, or would think it necessary to exercise, when it is so much easier just to tell the children what to say, entirely overlooking the importance of the step to be taken in their minds. Then, if, on comparing *pan*, *nap*, *rat*, *far*, &c., attention is

called to the middle character, with the information that it is *ay*, instead of the just result of the analysis, *ah*, the method is rendered entirely nugatory. But, whatever may be the theoretical merits of any of the methods now in use, ability to read arising from a practical knowledge of the powers of the letters is not what it ought to be. To illustrate and prove what I mean, I ask the "*G, O, go*" class what is *o, n*? and *on* is the answer. Then what is *n, o*, and *no* is the answer (assuming, in this instance, that they are not confounded, which is frequently the case). Then I ask what is *o, r*? and *or* is the answer. Then what is *r, o*? Very frequently there is no answer or a wrong one. Yet the same children have read, and will at once read again, especially in their place in the lesson, such words as *rod, rot*, &c.

Ability to read not what it ought to be.

In Standard II. are required to read easy narrative in words which seldom extend beyond two syllables, and to make out all these pretty readily for themselves. I ascertain that the passage is not familiar as a past lesson, and the only help I give, on the occurrence of a word of some difficulty, is to call attention to easier words in which the same elements occur. At this stage the "Look and say" system, as commonly worked, is found to fail as an introduction to reading, while little or no satisfactory progress has been made in spelling.

In Standard II.

In Standard III. the original defect in elementary reading re-appears in an aggravated form owing to a prevailing error of the same kind, and the use of books that are much too advanced for the class. I mean the error of always telling a boy a word at which he pauses or blunders, or calling upon the class to tell him in the way of correction, instead of requiring him to make it out from his knowledge of the letters in detail. The boy repeats, not always exactly, what he has heard, just as he might do in the dark or blindfolded, but without really *reading* the word, though on its recurrence, he may recognize the group of marks and remember the name which he was told it represented. This is not an exaggerated picture of what not unfrequently occurs. I called the attention of a master to a girl of about 11 years of age as not really knowing the letters, though reading in an advanced class. "Not know "the letters?" said the master, "she said them to me five or "six years ago, and she has been about as regular at school "since, as most of those here." I asked the girl to look at the word again and pronounce it. "Convincing" said she. "O! look again," said the master. Deprecating the method

In Standard III.

Instance of a general defect.

of getting and exhausting guesses till the right one happens to turn up and be acknowledged with "Quite right," I got the girl to go over and consider all the *names* that she had called this word, which were "convincing," "convicting," "convening," and "convenient," but she could not determine with any confidence what the word really was. I thought this sufficient proof of my allegation, but the master said it was owing to her having got confused, for the passage had been read in the class oftener than once, though not recently. She did not appear confused though nonplussed, and I asked her what word *p, e, n, c, e,* made. "*Pence,*" said the girl at once. "Quite right," said the master. "Wait," said I, and asked the girl what this word would become, if the first letter were taken away from it, or what would be the sound of *e, n, c, e*? This not being answered illustrated what I meant by saying that she did not know the letters, and explained why she could not make out the word in question, viz., "*convenience.*"

Use of too advanced books.

The introduction of too advanced books has arisen not so much from the want of better judgment on the part of masters, as from the mistaken ideas of parents and others, who, though manifesting an interest, can take but a superficial view of school management, and judge of the comparative progress and efficiency in rival schools in a great measure by the class book, and the rule in arithmetic that children of such an age are in. Teachers frankly admit the existence of the evil, but say individually that it is forced upon them in self-defence, as it would empty their schools to have the name of being a book or a rule behind others. The book being thus too advanced renders it more difficult to give up the practice of telling words instead of waiting till they can be read, as a lesson of reasonable length, also for the sake of appearance, has to be got over within a limited time. Thus substantial progress in reading is generally retarded for an appearance that is entirely fallacious. In one school, Standard II. was presented to me with M'Culloch's Series of Lessons as their ordinary class book, on the understanding that I would take their reading within the professed number of pages, which was very limited. The whole had been carefully revised in preparation, and, with the exception of a few riveted errors of individuals here and there, they "*knew the names*" of all the difficult words; but, beyond this profession, they could not read a sentence in the same book, and even stumbled at some of the same words, when presented in another place. I was thus not unprepared for the very sorry appearance

that they made when examined in the simple and easy sentences prescribed for their standard.

The 4th Standard are generally pretty familiar with their class book, and read it with ease and apparent intelligence; and occasionally with some degree of expression and polish. The 5th Standard have often read and re-read all the poetry in their book; and in that case, it is apt to go with too much canter and jingle, for that cultivation of a more refined taste which the introduction of poetry is intended to serve, and which may be still farther served, under a teacher of good taste, by allowing the alternative of a recitation instead of reading.

Poetry.

Traces of the original defect, which begin to disappear in the 4th and 5th Standards, often re-appear very strongly in the 6th. In the columns of a newspaper the words at which they chiefly stumble are not those that might be expected, from the mere aspect of them, to present some difficulty to a young reader of fair progress, but those that do not occur in their school books.

Reappearance of defect.

In thus pointing out the origin and extent of a general defect, which I think it practicable and important to remove, and which the new mode of examination will greatly assist in doing, I would not be understood to say that the reading in my district is generally and comparatively *bad*. On the contrary it is, otherwise, very fair, and often good, or very good.

General character of reading.

The following Table shows the per-centage of passes and of failures in each Standard in reading:—

Results.

Per-centage of Passes.						Per-centage of Failures.					
I. St.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.
84·4	87·1	89·3	92·4	94·6	93·2	15·6	12·9	10·7	7·6	5·4	6·8

It thus appears that the reading is more successful at the successive stages, except the sixth, at which, for the reason stated above, it falls back a little.

Writing.

What included in writing.

Standard I.

Writing, as one of the subjects of examination under the New Code, includes also the matter written, and especially the spelling of what is written to dictation. In the 1st Standard, I require the letters that may be dictated to be so distinctly formed that no one could mistake them, though not knowing what they are intended to be; and, in addi-

tion to this, they often show great ease and even elegance of turn. There could be no greater proof of the error of denouncing this requirement as unreasonable, and setting children to the much more difficult and slow process of imitating print letters. When the time comes for using the pen, it will require special attention; but with this it will be easy to inculcate the rule and the necessity of holding it in its own way, as entirely distinct from the way that the slate pencil is usually held. In the meantime the use of the script letters on the slate may be turned to very good account. In the 2nd Standard, the prescribed line must be distinctly legible by the same test as in the first; and there must be no misspelling in it. It is a copy from the book, and as such an exercise of attention. In the 3rd Standard, the writing is from dictation, and should have the elements of a current though still a round hand. An important point in this case was what number of errors in spelling should be allowed to pass. One number, *two, three,* or *four,* fixed upon for all, would apply unequally to different schools where the sentences fixed upon would be apt to differ somewhat in length, and still more in the number of words that are likely to be misspelled; and to make allowance for this difference, at my discretion, was not likely to secure the confidence of the different teachers that the test was the same to all (which I consider an object of very great importance), nor to be always satisfactory to myself, while the revision of the slates would cost additional time. I, therefore, soon adopted a scale of allowance as tentative, which I now beg to submit, as found upon trial to be satisfactory to myself and to the teachers, who, unanimously so far as I know, accept it as fair in itself, though rejecting a good many at present, as will be seen by the table of results, and as fair to one school with another. It is formed on the assumption that, at this stage, the children should be able to write correctly all the simple and familiar words of general occurrence in their reading, and two-thirds of such other words as occur in a passage selected from the two or three pages, which they have just before read round. Then if there be six words of some difficulty in the passage, *two errors* over the whole exercise would pass and not more; for nine such words, *three* errors; and for 12, *four.* A similar principle is applied to the dictation on the papers of the higher standards, but with some discretionary margin for the appearance of the paper as a whole, including in particular the penmanship, and the tidiness with which the sums are set down.

Standard II.

Standard III.

Scale of errors passed.

Results. The following table shows the per-centage of passes and of failures in writing and dictation :—

Per-centage of Passes.						Per-centage of Failures.					
I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.
62·1	78·2	62·0	68·0	85·1	89·8	37·9	21·8	38·0	32·0	14·9	10·2

Arithmetic.

Arithmetic in Standard I. In the oral examination of the 1st Standard in arithmetic, I always take subtraction as implying addition, and as necessary in the way of preparation for the requirements of the 2nd Standard. I put such questions as—If we take 3 away from 7 how many will be left? and so 3 or 5 from 8 ; 3, 4, or 5 from 9 ; 3 or 7 from 10, &c. Or, if the children have been accustomed chiefly to exercises in the concrete form, If you have 7 apples and give away 4 of them, how many will be left, &c. Those that answer two of these readily and without error pass. Those that hesitate much or blunder get additional chances according as they appear to have some knowledge of the subject; but, though I should go as low as 2 or 3 from 5 for one of the questions, I must have two consecutive answers right before *passing*. In the 2nd Standard, I prescribe two sums in simple subtraction, giving the figures *in situ*, the minuend consisting of five or six places. From the multiplication table I put orally such questions as 6 × 7, 5 × 8, 8 × 9, &c., confining myself to one figure in each factor, and require the answers only to be put down on the slate. Those who have at least one of the sums in subtraction, and two-thirds of the answers from the table right, *pass*.

In Standard II. After the 2nd Standard, I require not merely the operations of addition, subtraction, multiplication, and division upon sums given *in situ*, but the intelligent application of these operations in the solution of questions expressed in any form of plain words, and falling within the prescribed

In Standard III. limits. In the 3rd Standard, as the requirement is up to short division *inclusive*, and as division implies multiplication, while I assume a knowledge of addition and subtraction as begun in the lower standards, I do not allow success in the three more elementary operations to compensate for entire failure in the special and only new requirement prescribed. My usual practice has been to give two sums in short division, the dividend consisting of six

or seven places, and the divisors being 5, 6, 7, or 8, and to require one of these sums to be right.

Standards IV., V., and VI.

In the 4th, 5th, and 6th Standards, as more than one new species of exercise is introduced, I always prescribe three sums, and require at least one of them to be absolutely right, and at least one other to be right in method. These exercises are required, as in the case of pupil-teachers, to be worked on the paper without the use of slate or scroll, and care is taken to prevent copying, or detect it, by a slight change in the *data* for those that sit next to each other.

Results.

The following table shows the per-centage of passes and of failures in arithmetic in the several standards :—

Per-centage of Passes.						Per-centage of Failures.					
I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.
50·7	55·0	73·8	61·8	72·5	85·7	49·3	45·0	26·2	38·1	27·5	14·3

One cause of amount of failures in arithmetic and dictation.

The failures in writing and dictation, as in arithmetic, are very numerous in the aggregate; but this is due in a considerable degree to those in the 1st and 2nd Standards, which admits of an explanation. In Scotland till very recently it was the general or universal practice to charge an additional fee for each separate branch; and the existence of this separate charge implied, or was practically held to imply, an option of taking that branch or not, or of delaying it till a later period, when the child might make more adequate progress in what had to be additionally paid for. It had become the universal custom in Scotland (apart from the consideration that gave rise to it) to postpone the commencement of these branches, as holding it to be inexpedient or useless to begin them for a year or two after the time that the children have now to pass their first examination in them. When the New Code came to be unexpectedly acted upon as the rule for examination, though otherwise suspended, no effort had been made to prepare the writing and arithmetic of the 1st and 2nd Standards, and whole classes failed in everything except reading.

Reason for a seventh standard.

I have found in different parts of my district both boys and girls who had passed the 6th Standard last year, and who could not, therefore, be presented for examination under the Revised Code; and, on looking to the ages of the children attending schools on my list, I find that 13·5 per cent. of them are above 12, and 5·8 above 13. This would seem to warrant the proposal of a 7th Standard for Scotland; and I think that one to be examined in such subjects as

proportion, fractions, grammar, and composition would be very acceptable and popular, and, with the proposed modification of the rule for passing from the 1st to the 2nd, would go far to remove existing objections to the Code on educational grounds. If Proportion were introduced in the 6th Standard, as I think it might well be, decimals might be added to vulgar fractions in the 7th; and the course in arithmetic might then be considered as essentially complete.

Importance of preventing Copying in a Moral Point of View.

Moral importance of preventing copying.

The difficulty of preventing copying in the written exercises is very great, but I regard the importance of doing so to be paramount in a moral point of view, as well as in attaining the immediate object of the examination; and I have accordingly persevered very earnestly in the effort from the time that I first entered on the work of inspection, and have referred to it from time to time in my General Reports. I believe that I have made a healthy impression on the minds of many of the pupil-teachers of my district, and with their aid, as they advance, I do not despair of further success, not only in preventing the practice on the occasion of my visit, but generally, by duly arousing the principle of strict truthfulness and high-toned honour of which it is so great a violation, and which the daily homage of voluntary observance would so greatly cherish and strengthen. The evil in one form or another has been so general or universal at school that many who might be expected to take a very different view have come to regard it with apathy as a comparatively venial fault, which all young people have practised, and which, as it is impossible to prevent, it may be expedient to wink at, when it does no great harm. A departure from truthfulness can never be absolutely harmless. The evil indulged in by the school boy is not apt to disappear entirely in the man. It is generally admitted that a similar practice variously disguised prevails at the University and other public examinations; and we are not without instances of it even among the schoolmasters, who come up to obtain your Lordships' certificate of merit, and through it a grant of the public money, in which case it becomes a fraud in the commercial and more palpable sense of the word.

Strict truthfulness and honour.

Fraud.

Effect of the New Code.

Effect of New Code.

The effect of the New Code in causing a certain amount of elementary instruction to be more carefully distributed

through the mass of the younger children in a school, and in securing a degree of individual attention to the dull and the idle, which they were otherwise not likely to obtain, is now admitted as matter of notoriety, and as a decided educational improvement, so far as it goes, and need not be further insisted upon.

Instance of progress.

Many boys in the 4th and 5th Standards now write to dictation in a fair round hand, and cast accounts on paper, who would otherwise have left school without ever having had pens in their hands, except for the stated lines in the copy books. When the apprenticeship of pupil-teachers was introduced, few of the candidates had been so much accustomed to write on paper as the whole of the 4th Standard now are, and I have examined many who had then for the first time an exercise on paper. A Swedish educationist in high official position travelled with me in some of my first journeys under the New Code. He was aware that a strong feeling existed in Scotland against the introduction of it, and well acquainted with the nature of the arguments and newspaper paragraphs on the subject, and, after seeing the operation of it in a considerable variety of cases, he conveyed his opinion of it to me in these words—"Well, they may say what they like about "the Revised Code, but I wish I saw it in Sweden."

Remark of a foreign educationist.

Religious Knowledge.

Scripture knowledge vague.

The attainments in scripture history and catechism are in many instances vague and unsatisfactory, as they were generally found to be in the case of pupil-teachers till the plan was adopted of sending out a scheme or syllabus pointing out a certain portion of scripture and of catechism for the examination of each year of their apprenticeship. In the broad sheet your Lordships defined the amount of annual attainment in every other subject, but left the Bible and the catechism to be apportioned as each church or body of school managers might see fit. In the absence of any other apportionment I considered it not incompetent in me, for the sake of an important object, to indicate to what portion of this wide field I should at each stage confine my examination. The plan has been very successful, and the same or a similar division is in use, I believe, among all my colleagues. It seems now most desirable to adopt a scheme or syllabus for each of the six standards, that teachers may know what amount of attainment, and in what subjects, will procure a favourable report on this important

Syllabus proposed.

head. I am to act for the present upon the following as a tentative minimum in my district:

1st STANDARD.—The Creation; the Fall; the Flood. To repeat the Lord's Prayer.

2nd STANDARD.—The chief incidents in the lives of Abraham, Isaac, Jacob, and Joseph. The events connected with the birth of our Lord. To repeat the Ten Commandments (the text simply).

3rd STANDARD.—The Israelites in Egypt, their departure and their wanderings in the wilderness. Our Lord's trial and death. Catechism 1 to 19.

4th STANDARD.—History of the Israelites under the Judges. The principal events in the life of our Lord. Catechism 1 to 81.

5th STANDARD.—The reigns of Saul, David, and Solomon. Our Lord's miracles, and some one of the parables fully explained. Catechism, the whole.

6th STANDARD.—The Acts of the Apostles. Revision of the Catechism, with proofs from Scripture.

Music.

Singing less practised.

Singing in schools seems to be less practised now than formerly, when it had more the effect of a novelty, and it has certainly not been improving in my district generally for some years back. The reading of music without the assistance of the teacher's voice is scarcely ever attempted, and pupil-teachers are not trained as from the ability of many of the teachers they might be. Exercises of the kind prescribed in the broad sheet are taken to collective examinations for those who may wish them, but none are called for. At their stage might be introduced with great advantage the important practice of noting down an easy exercise as played or sung. Some of the authorities of the Training College hold that this faculty cannot be adequately cultivated there, from the outset, without too great a sacrifice of the time required for other and imperative subjects.

Notation from the ear.

Needlework.

Needlework.

Needlework is now pretty generally introduced, and is allowed, I believe, its allotted time under the mistress, but that interest in it on the part of any ladies in the district which seems to contribute so much to its proficiency is the exception and not the rule. No. 9 of my memoranda is rarely responded to. It is generally difficult to persuade the mistress that cutting out (on paper) can be introduced with any advantage till an advanced stage, before which most of the girls have to leave.

Cutting out.

Higher Branches.

Less professed in higher branches.

Of the more advanced branches generally professed, and mentioned in the concluding paragraph of my memoranda I

have not seen so much of late as formerly. Many of the masters have found their first preparation for the new mode of examination a more arduous task than was anticipated, when requirements so humble used to be publicly spoken of as a degradation; and those other subjects had been so little revised that there was less desire to submit them to examination, and occasionally the profession of them was cancelled to avoid it. I cannot, however, agree with those who argue that the drill required in these mere elements will go to supersede any more advanced training in the same schools. Those that are best in these elements are, as a rule, also best in the higher attainments, and I am satisfied that the more thoroughly these elements are brought up, the more will this be found, subsequently at least, to be the case. A school that presented for examination 190, out of 221 present, being, without exception every one qualified by attendance, and of whom three failed in reading, seven in writing (dictation), and three in arithmetic (1st Standard), gave me the best grammar, the best scripture knowledge, and the best history. Other schools might be equal to it in some of these branches, but none better.

This not likely to continue.

When I entered on the discharge of duty under the New Code in May 1864, my district was, in accordance with a general provision, reduced to about one-half of what it had been in extent (though not so much in population); and my colleague, Mr. Black, whose effective co-operation as Assistant Inspector I had enjoyed for upwards of six years, was promoted to the charge of an independent district. Except during the first few months, the time required for the inspection and examination of each school did not generally exceed what I had formerly given, in my endeavour to examine as much in detail as possible, and by methods which, as formerly reported, enabled me generally to get something from each child above the infant gallery, so as to report with considerable confidence on the teacher's care and attention over the whole school, as well as the ability which might be evinced by the appearance of some class or classes in any favourite subject; but the responsibility of making a precise entry for each child on the schedule in each of three subjects, besides the general inspection and the revision of papers at home, involved an amount of incessant and minute attention, which I found that I could not undertake to maintain in a district still consisting of eight counties with 191 schools already on the list, and an ordinary attendance of about 26,000, besides the occasional addition of new cases. On representing this to

Reduction of district.

Former practice.

Assistant allowed.

the office, I obtained the appointment of Mr. William Moore as assistant. He entered on the discharge of duty on the 2nd of October last, and has proved, in ability, exertion, and judgment, to be all that I anticipated or could desire. With his aid in the work of the Standards I have now no difficulty in examining exhaustively all that is professed in any school, whether in the higher branches or the more elementary.

Examination now exhaustive.

I have conceived the present to be a fitting occasion for stating without reserve all the facts coming under my personal knowledge that appear to bear on existing questions, with such remarks or suggestions as they seem to warrant, even at the risk of sometimes appearing presumptuous.

I have the honour to be, &c.

ED. WOODFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, JAMES SCOUGAL, Esq., *on the* SCHOOLS CONNECTED WITH THE FREE CHURCH AND ON OTHER SCHOOLS *inspected by him in the* NORTH *and* NORTH-EAST *of* SCOTLAND.

MY LORDS,

I HAVE the honour to lay before your Lordships my first report on the schools in the district assigned to me by the recent changes.

The district previously formed part of that under the charge of James Cumming Esq., LL.D.; and I trust I may be permitted to record here my grateful sense of his uniform courtesy and kindness, and of the benefit derived from his wise and friendly counsel during the five years I had the pleasure of acting as his assistant.

District.

My district is one of large extent, and of greatly diversified character, physical, industrial, and social,—embracing, as it does, that portion of Scotland which extends from the Firth of Tay on the south, to Ronaldsha Firth on the north, and from Buchanness on the east coast, to the Sound of Sleat on the west, and including an area of more than 16,000 square miles, with a population little short of 900,000.

Its character.

Physically the district is, to a large extent, the

> "Land of brown heath and shaggy wood,
> Land of the mountain and the flood,"

and yet it includes some of the most fertile and best cultivated tracts of land in Scotland.

Industrially and socially, it contains large and thriving manufacturing towns, with opulent millowners and well-paid operatives; agricultural and pastoral positions of every variety, from the large arable farms of the lowlands and the extensive sheep-walks of the highlands, with their wealthy tenants, to the small holdings and miserable crofters of many districts, both in the interior and on the sea-board; and in addition to all these, some towns and villages inhabited mainly or exclusively by a fishing population.

With such distinctly marked varieties of condition, the schools, as may be expected, exhibit a great diversity of character, especially as regards the "raw material" on which the teacher has to operate. In one locality he has to deal with the sharpened intellects and bold, if not insolent, manners of our urban youth, and has to guide and

train many a wild and almost unmanageable "City Arab." In another, he has to drag onward the slow, quiet, and often timid juveniles of our rural districts; and in a third, he has to set and keep in motion the usually dull and sluggish minds of the children of our fishing villages. Such diversities of character and circumstances an inspector cannot, with propriety or justice, overlook in forming his estimate of a school, or of the amount and value of the teacher's labours.

From what has been stated it is evident that in various parts of this district the social circumstances of parents who fairly come within the scope of your Lordships' Minutes, are such as to render it easy for them, if they choose, to keep their children regularly and continuously at school for years. And it is greatly to be desired that these parents could be brought to have a deeper sense of their responsibility in this matter, and so to discharge more generally and faithfully the duty they owe to their children and to the community at large. In other parts, however, the social condition of the people is widely different. There, the poverty of the parents, combined with local customs and habits, leads to the employment of children at an early age in tending cattle, or in any other kind of work that will add, in however small a degree, to the pecuniary resources of the family. Thus it happens that, throughout large tracts of the district, there are hundreds of scholars who attend school for five months only, during winter and spring. These, by the utmost attainable regularity, can rarely make up the 200 attendances required by the New Code. This requirement ought, in my opinion, to be relaxed. These scholars belong almost always to the very class for whose benefit annual grants were designed; and it appears to me extremely hard and discouraging to managers and teachers that, by the Revised Code, they can derive little or no aid from the grants for the education of these children. If they are subjected to the same style and order of examination as the other scholars, I cannot see why 100 attendances should not be deemed enough. And if they pass the examination as creditably as their more favoured compeers, this only shows that, conscious of the disadvantages of their position, they have attended to their studies, during the limited time they were privileged to be at school, with praiseworthy diligence and success.

Educational labour test.

The more I observe and reflect, the stronger grows my opinion of the utility—the necessity almost—of an educational labour test. Such a test, I feel convinced, would, in

the course of one generation, greatly raise the character of our labouring population and of the community generally, in intelligence and virtue.

Advantages of Revised Code in extending education in poor districts.

I consider the Revised Code better adapted than the Code of 1860 for promoting and extending the benefits of elementary instruction in poor and destitute localities, where there are few with the means, and still fewer with the inclination, to tax themselves for the good of the community. It is only simple justice, however, to say that my list of schools contains several instances of such generous and enlightened liberality.

As has been often said, the Code of 1860 helped only those who could help themselves. But, under the Revised Code, and especially under Art. 90, many schools in the more extensive parishes of my district could, and I believe soon would, have come under the operation of your Lordships' Minutes, that cannot now, under the Old Code, fulfil the pecuniary conditions necessary to the reception of the grant.

New schools brought under inspection.

Even in the present undecided state of educational matters in Scotland, a considerable addition has been made to the number of schools in this district. When it came under my sole charge in May 1864, it included 146 institutions in the receipt of annual grants, besides upwards of 20 simple inspection cases. Now it contains 158 such institutions, though six have been dropt from my list,—three having been transferred to other inspectors, two having ceased to be taught by certificated teachers, and *one* having been given up in consequence of the erection of a school in its immediate neighbourhood with money bequeathed for the purpose. This shows that 18 new schools in the receipt of annual grants have been added to the list. Besides these, 10 schools have been inspected with a view to the examination of the teachers for certificates of merit. Should these teachers all succeed in passing the examination, the number of annual grant schools or institutions in my list would amount to 168. Many of the schools have two departments, and a few of them three, each taught by a certificated teacher.

Number of schools, teachers, &c. visited.

During the year I have visited 192 schools, forming 171 separate institutions, with 191 certificated teachers, principal and assistant, 16 not certificated, 2 assistant teachers under Article 91, 1 ex-pupil teacher, 167 pupil-teachers, and 163 mistresses for sewing, &c. only. The number of children present on the day of inspection amounted to 16,935. Three were girls' schools taught by uncertificated

mistresses, which I visited, because the teachers, in addition to their other duties, acted as sewing mistresses to boys' schools taught by certificated masters. All the schools, with the exception of eight, were inspected and examined according to the Revised Code. I did not, in any instance, devote a day to a case of simple inspection, but took it on the same day as some other school.

The inspection of schools in a district so large as mine involves a great amount of travelling, and not a little physical exertion. I have spent 21 days in travelling only, and to accomplish my official work I have gone over about 7,500 miles, much of this distance beyond the regions of railways, and under circumstances far from favourable to either comfortable or speedy locomotion. Still, I have succeeded in visiting all the annual grant schools and some others on my list, and, with few exceptions, in the month fixed in the "scheme of dates" which had the honour to receive your Lordships' approval. These exceptions were occasioned by the long and severe snow storm, which completely prevented travelling for many weeks in some parts of my district, and compelled me to delay my visit to these schools for a month or so after the proper date.

Premises.

The premises, generally speaking, are suitable for school purposes. Many of them, indeed, everything that could be wished, supplied with offices, and usually well furnished with black boards, maps, &c. The managers of the following Free Church schools,—East Parish, Aberdeen; Laurencekirk; Urquhart,—have enlarged and otherwise improved their premises. Dudhope and Chapelshade (Dundee) Free Church Schools, Rafford Free Church School, and Broughty Ferry Female Industrial School, are likely to be improved before next visit. Of the new schools added to my list, Blacklaw Mixed Religious School and Blackburn Free Church School, have succeeded beyond the expectations of their promoters, and are likely to be enlarged. In a few instances the premises are far from comfortable or commodious, as Culloden, Lochalsh and Kintail, and Bridgend of Alness Free Church Schools. But for the present unsettled state of educational matters in Scotland, I believe these premises would, ere this, have been either improved or replaced by new ones.

As a general rule, managers, especially ministers, take a lively interest in their schools. Yet, I could name some schools, not one manager of which have I ever seen present on the day of inspection for these six years.

Plan of inspection.

The schools have very generally been prepared for my

visit according to instructions sent to the teachers some days before. My usual order has been to inspect the registers, log books, &c., and to note down the numbers present, next to take the religious instruction, and then the individual examination, according to the different standards, and lastly to make a general inspection of the school as far as time has permitted or the particular subjects required.

Registers

There has been great improvement both in the kinds of registers and in the modes of keeping them since I became an inspector. The kinds now vary little, if at all, in any essential particular; and they seem to be marked every day, or rather twice every day, and to be kept with regularity and honesty. I have met with instances in which the names of *safe* pupils were kept out of the examination schedule, because they wanted only *one* or *two* attendances to make up the 200 required.

Log books.

The log-book being quite a novelty is regarded by not a few teachers as a great annoyance, and the entries made exhibit little, if any, variety day after day, and page after page. Others, again, have not failed to make a judicious use of the log-book by recording in it not only the usual progress made, but the results, favourable or otherwise, of new methods and of their own examinations; the titles and matter of collective lessons, sacred or secular; the punctuality, attention, good conduct (or the reverse) of pupil-teachers; special cases of discipline, visits of ministers or other managers; presbyterial examinations; a summary of the examination schedule and of the results of the inspector's examination; state of the weather, prevalence of epidemics, or other causes affecting attendance, &c. No doubt it is difficult, and more so in schools without pupil-teachers, to find materials for varying the entry every day. Still there might be much more variety than there is. The log-book might readily exemplify the proverb, "Where there's a will, there's a way," and might be made a valuable record of the thoughtful, intelligent, and methodical attention bestowed by the teacher on the daily discharge of the duties of his honourable and responsible profession.

Religious instruction.

The Bible and the Shorter Catechism are the usual text-books for religious instruction. The former is used in all, and the latter in nearly all, the schools I visit; but no child is required to learn the Catechism, if this is not in accordance with the wishes of the parent. In many schools I find the older children capable of passing with great credit a searching examination on the questions, treated both individually and in their bearing on each other. In

others, the Catechism is learnt very much as a matter of routine, and repeated with little or no attention to the punctuation or the sense, and of course with scarcely any apprehension of the meaning. This style, or rather want of style, I have not hesitated to condemn, while I have been no less ready to commend the intelligent study of this admirable compendium of religious doctrine and duty. I have met with a few schools in which the children are made to learn the Shorter Catechism at too early an age. In my opinion the first part of it which children should learn is the Ten Commandments, simply explained and applied to their daily conduct; or the use of such a catechism as the "Mother's Catechism" may very properly precede the use of the other.

The older pupils are generally well acquainted with the prominent persons and facts of the Bible narratives and histories; but the instruction is not always sufficiently brought to bear on the every-day life and conversation of the scholars. The Bible lessons should be so given, as, by the blessing of God, to train the young to the love and practice of "whatsoever things are true, honest, just, pure, "lovely, and of good report." And glad am I to be able to say that I have had the pleasure and profit of listening in our schools to lessons of such a kind, given with great tact and skill, and with marked effect, judging from the intelligent replies, and the subdued, yet interested, demeanour of the children.

I sometimes fear the religious instruction of the youngest children is often unduly neglected, or is of a kind not suitable for their tender years. Teachers may find examples of lessons adapted for the very young in such works as the "Peep of Day," &c. The learning by heart of psalms and paraphrases is not so much practised as it once was, and as I think it ought to be. According to a well known authority, *memoria ex colenda augetur.*

Standard I. The pupils presented under Standard I. were placed as far apart as possible, and set to form in script letters, capital and small, a word, such as Majesty, Flower, Timber, Husband, &c., and such numbers as 6, 9, 11, 14, 20, 12. This being done, the slates were turned down upon the floor or desk. The oral exercises in adding and subtracting numbers up to 10 were given, as I heard each read three or four lines. Frequently I adopted the concrete, as "three eggs and five eggs make how many eggs?" "If you "have nine apples and give me five, how many have you "left to yourself?" If I got one sum in addition and two in

subtraction readily answered, I at once *passed* the pupil. In doubtful cases I gave a few exercises more. The great majority of failures occurred with subtraction; and, generally speaking, if recourse was had to the fingers in addition, subtraction was a failure.

Care should be taken that children in forming the letters and figures form them in the right way. This remark is made in consequence of having observed children forming the letter and figure 0 in a way the reverse of the usual one, and of noticing the ingenious modes in which a youngster formed the figures 7 and 9, and such letters as g, I, T. He first made the long stroke or body and then put on the head.

Standard II.

The pupils in Standard II. were set to copy in script *two* lines from their reading book and to work such exercises in arithmetic as these,—

Add 8,643	From 9,480,679	3×4
708	Take 5,869,734	5×6
57	———	4×7
4,075		7×8
946		
8,657		

Put down in figures *two hundred and four*, and *five hundred and ten.*

In this Standard, numeration and the multiplication table proved the chief stumbling blocks; but at a first examination under the Revised Code I never cast a pupil for errors in numeration only. I have often recommended that more attention be given to numeration, and intimated that the same leniency would not be shown on a second visit. Neither have I insisted on the whole multiplication table, but have been satisfied if promiscuous questions on the first seven or eight lines were fairly answered. I have never gone beyond the *ninth* line, as this extent really includes all that is necessary at this stage.

For the 1st and 2nd Standards I have recommended the use of *ruled slates.* In many schools I have found them already in daily use, and there the writing is usually bold, distinct, and regular.

Standard III.

For the 3rd Standard I read slowly from the reading book a passage of five or six lines containing as few uncommon words as possible, and then dictated it slowly one word at a time, never repeating the word (or in subsequent

standards the words) except for some special reason. The exercises in arithmetic were such as,—

(1.) From 9,321,067
Take 6,857,983.
(2.) Multiply 60,795 by 507.
(3.) Divide 98,765,478 by 6.
(4.) Express in figures four thousand and four, and ten thousand and eleven.

I never allowed subtraction in this or the preceding Standard to be done by the method yet too common, especially in girls' schools, of making strokes on the slate, it being, I conceive, one of the main objects of the oral exercises in Standard I. to do away with this merely mechanical style of working.

I have found many who worked all the exercises in this standard except *short* division; and not a few who were utterly ignorant of the effect of the "nought" in such a multiplier as 507, who would have found no difficulty with such a one as 570.

I have frequently had to complain of the pupils being allowed, apparently without check, to put down their sums in a very careless and objectionable manner. Instead of placing *units* under *units, tens* under *tens*, &c., the figures are set down in utter disregard of this principle,—the first figure in such a multiplication question as the one given above being set down two or three places to the right hand of *units*, and the others following in fanciful disorder. So glaringly and prevalently has this fault shown itself in some schools that I have refused to examine the exercises till the figures were correctly placed.

Standards IV., V., VI.

In Standards IV., V., and VI., the pupils had in most instances their paper prepared in accordance with "instructions" sent to the teacher before my visit. The name of the school and the pupil's name and standard being written, all were ready to begin. I dictated from six to eight lines, not previously read to them, the passage for the 6th Standard being almost always a newspaper paragraph. For the arithmetic I used a series of ten cards,—A, B, C, D, &c. in the 4th Standard; a series of seven in the 5th Standard; and one of six in the 6th Standard. A card was given to each pupil, and as no two pupils near each other had the same card, copying was effectually prevented. The dictation of one standard and the arithmetic of one or two others went on simultaneously. The reading of the

6th Standard was almost always tested by means of a copious collection of newspaper articles.

The following are specimens of the cards used for arithmetic:—

STANDARD IV.

1. Add 608*l.* 17*s.* 10½*d.*, 12*l.* 11*s.* 9¾*d.*, 7,346*l.* 8*s.* 7¾*d.*, 14*s.* 11½*d.*, and 75*l.* 0*s.* 8¾*d.*
2. Take one hundred and eleven pounds 11*s.* 11¾*d.* from one thousand and ten pounds ten shillings.
3. Divide 4,538*l.* 15*s.* 1½*d.* by 63.
4. A gentleman with 1*l.* in his purse gave away 17 sixpences, 17 fourpenny pieces, and 17 threepenny pieces; how much of the pound was left?

STANDARD V.

1. A schoolroom containing 120 scholars is 92 square yards 2 square feet in area; how much is that for each pupil?
2. Multiply 78 days 19 hours 50 minutes 50 seconds by 19.
3. From a field of 2 acres 10 poles a site of 2 roods 25 poles is set off for a school, and the remainder is divided into three equal allotments; what is the size of each?

STANDARD VI.

1. Find the value of 9,826 things at 8*s.* 6¾*d.* each.
2. Find the value of 68 acres 2 roods 32 poles at 1*l.* 1*s.* 8*d.* per acre.
3. Make out a bill for these purchases:—19 lbs. of butter at 1*s.* 1½*d.* per lb.; 23 lbs. of cheese at 8¾*d.* per lb.; 9½ lbs. of ham at 11½*d.* per lb.; ½ cwt. of soap at 4⅝*d.* per lb.; and ¼ cwt. of rice at 2½*d.* per lb.

N.B.—In Standards IV. and V. the 4th exercise was *optional.*

In orderly and well conducted schools these exercises on paper can be done with great quietness and regularity, and with little physical exertion on the part of the inspector. In others, however, he must be perpetually on the watch to detect, and, if possible, to prevent all prompting and copying. So deep-rooted and prevalent in some schools is this habit of prompting and copying, that I have had to censure it publicly in very strong terms, and even notice it in my reports to your Lordships. In two instances I dismissed the offenders, and in more I rejected the exercises. There can, indeed, be no better criterion of the discipline

and of the prevailing tone of a school than the quietness, order, and honesty with which the individual examination is performed.

How much of the work of individual examination in the different standards may with safety be done simultaneously depends on the good discipline and honesty of the school, on the amount of school accommodation, and the arrangement of the desks. Parallel desks greatly facilitate the work. Sometimes I have managed *three* standards simultaneously with ease and comfort. At other times I have had difficulty and trouble enough with one standard. When engaged with the 1st Standard, by far the most irksome, one can attend to very little else. The only work that may with safety go on at the same time is the card arithmetic of some of the higher standards, or the transcribing exercise of the 2nd Standard.

In passing judgment on the scholars' work, I have sought fairly and honestly to apply the "tentative standard" given in Art. 20 of Instructions to Her Majesty's Inspectors, &c., the judgment at a first examination leaning, in any case of doubt, to the side of leniency.

Results of examination.

Omitting schools visited with a view to the teachers' examination for a certificate of merit, and the girls' schools previously mentioned, the following is a summary of the results of individual examination in 177 schools.

I.—Table of Passes and Failures.

Standard.	Number examined.	Number that passed.			Number that failed.			Total Number of—	
		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Passes.	Failures.
I.	2,529	2,371	1,896	1,501	158	633	1,028	5,768	1,819
II.	2,431	2,310	2,234	1,593	121	197	838	6,137	1,156
III.	1,748	1,704	1,548	1,247	44	200	501	4,499	745
IV.	1,529	1,486	1,262	1,093	43	267	436	3,841	746
V.	598	573	547	375	25	51	223	1,495	299
VI.	201	195	190	157	6	11	44	542	61
Totals	9,036	8,639	7,677	5,966	397	1,359	3,070	22,282	4,826

It is a noticeable and suggestive fact, that while at these 177 schools there is an average annual attendance of upwards of 16,000, and there were present on the day of inspection 15,833 children, only 9,036 children, or 57·24 per cent., were examined individually.

The list, however, includes 10 or 11 large infant schools or departments with an attendance of (probably) 1,100 or 1,200 pupils under six years of age. To this number must be added the pupils under that age in the other schools. It must also be borne in mind that all schools inspected shortly after vacation,—indeed, all visited from September to Christmas,—cannot present for examination the same proportion of their average attendance as schools visited at a later date. The more advanced, and therefore the *safer*, pupils in these schools left at the vacation, and the new scholars have not been long enough at school to make up the 200 attendances. Besides, in rural districts, this number of attendances cannot be reached by very many of those pupils who attend for about five months only in winter and spring. Still, making all due allowance, one cannot but conclude that many scholars have been purposely left out of the examination schedule.

I shall now exhibit the results of the examination in—

II.—Table of Per-centages.

Standards.	Reading.		Writing, &c.		Arithmetic.		Total.	
	Passes.	Failures.	Passes.	Failures.	Passes.	Failures.	Passes.	Failures.
I.	93·75	6·25	74·97	25·03	59·35	40·65	76·02	23·98
II.	95·02	4·98	91·89	8·11	65·52	34·48	84·14	15·86
III.	97·48	2·52	88·55	11·45	71·33	28·67	85·78	14·22
IV.	97·18	2·82	82·54	17·46	71·48	28·52	83·73	16·27
V.	95·82	4·18	91·47	8·53	62·71	37·29	83·33	16·67
VI.	97·01	2·99	94·52	5·48	78·11	21·89	89·88	10·12
	95·60	4·40	84·96	15·04	66·02	33·98	82·19	17·81

This table shows that of attainable passes about 96 per cent. were obtained in reading, 85 per cent. in writing and dictation, and 66 per cent. in arithmetic.

Grouping together the *three lower* Standards, and also the *three higher*, the per-centages of passes stand thus:—

Standards.	Reading.	Writing.	Arithmetic.
I.—III.	95·18	84·64	64·71
IV.—VI.	96·82	85·43	79·80

This grouping shows that the majority of failures, markedly so in arithmetic, occurs in the three lower standards, a result to be expected from the fact, that it has not been usual in Scotland to begin writing and ciphering

so early as the Revised Code requires, but a result leading also to the inference that there is surely something unsatisfactory in the methods of teaching arithmetic.

In the event of the individual examination being continued in Scotland, as I trust it will, in a form similar to the present, or but slightly modified, the result just stated leads one to indulge the hope that, after a year or two, when our teachers see it to be advisable to begin oral arithmetic, and lettering and figuring on slates at an earlier stage than hitherto, the results will be more favourable in the junior Standards, and eventually, as a matter of course, throughout the entire range. All this should deeply impress our teachers with the duty, nay, the necessity, of giving special attention to the younger classes, and of adopting such methods of instruction as are calculated not only to exercise the memory, but also to train the thinking faculties. If they are to *end* well, they must *begin* well. If the building is to be substantial, useful, and well proportioned, the whole plan must be properly designed, and the foundation carefully and solidly laid.

Table of schools in order of per-centage.

I prepared for insertion here a Table III., in which I arranged the schools in the order of their *per-centage of passes* in the three subjects of individual examination, giving also the average annual attendance, number present on day of inspection, number examined, &c. But after mature consideration I have come to the conclusion that it is better not to insert this table.

Reasons for not inserting it.

Rule 5th of the "Supplementary Rules" states that "managers need not present all the scholars who in each "class are qualified for examination by number of atten-"dances, &c." But unless it be made obligatory that all who are so qualified be presented for examination, such a table loses much of its value. With such diversity as at present exists in this matter, the conclusions that might be drawn from it with regard to the relative merit and efficiency of the schools, or to the condition of elementary education generally throughout the district, could not be relied on. If not positively erroneous, they would require to be taken with very important modifications.

If one were to attempt such a classification of the schools, many circumstances besides those to be gathered from the table, would require to be taken into account, such as the number of standards, the size of the school, whether one of *tens*, or one of *hundreds*, the number of pupil-teachers, or generally the strength of the teaching-staff, the quality of the *raw material*, the regularity or irregularity of atten-

dance, the fact that in some schools all children qualified were presented, while in others many were, no doubt, kept back, the amount of absenteeism occasioned by the season of the year, epidemics, weather, &c. Some few schools, too, made a good appearance in the individual examination, while the results of the oral examination, and the general tone of the school were far from being equally satisfactory. I have noticed some instances of this in my reports to your Lordships, and if these continue or the number increase, I shall feel it to be my duty to name these schools in my next report.

The table brought out the gratifying facts that only 33 schools made less than 70 per cent. of passes, and that no fewer than 144 exceeded that proportion; that 58 reached above 90 per cent., and 6 rose to 100 per cent. In other words every child presented for examination in these 6 schools passed in all the branches.

These 6 schools are:—

	Average Annual Attendance.
1. Plockton Free Church School - -	- 90
2. Macduff Free Church School, both departments	- 333
3. Barry Free Church School - -	- 42
4. Dundee Chalmers Girls' Free Church School	- 117
5. Fothringham Girls' School - -	- 14
6. Rothiemay Free Church Infant School -	- —

No. 6 is an infant school that presented only eight, in Standard I.; No. 5, a small girls' school that presented only four, one of them in Standard VI. In No. 4, only 35 were examined; there were a considerable number absent as my visit fell to be made on the "flitting" termday. There were nine scholars in Standard I.; 15 in Standard II.; 6 in III.; 3 in IV.; and 2 in V. In No. 3, 30 were examined, 11 in Standard I.; 4 in II.; 12 in III.; and 3 in IV. In No. 2, 173 were examined, 64 in I.; 32 in II.; 24 in III.; 38 in IV.; and 15 in V. In No. 1, 65 were examined, 13 in I.; 17 in II.; 13 in III.; 13 in IV.; 6 in V.; and 3 in VI.

In *Plockton* and *Barry Free Church Schools* every child qualified by attendances was presented, and in *Macduff Free Church Schools,* all except two special cases.

From the table I learnt that 20 schools presented pupils in all the six Standards; 10 more, or 30 in all, pupils as high as the 6th Standard, with one Standard (generally the 5th) omitted; 53 schools more, or 83 schools in all, pupils as high as the 5th Standard. The only schools (not

infants), which presented pupils no higher than the Third Standard were—(1), *Skene Free Church School*; (2), *Lyne of Skene Free Church School*; and (3), *Montrose Castle Street Mission School.* But (2) had been only a few months in operation before my visit, and (3) is attended by children of the poorest and most neglected class.

Conduct of some teachers a cause of failure.

Some of our teachers, through a willing but very reprehensible ignorance, and others, through an equally reprehensible contempt, failed to prepare their pupils in any special way for the Revised Code examination. It was manifestly unfair to the scholars, and it was unreasonable to expect them to pass creditably a style of examination to which they had not been accustomed,—of which, indeed, they had never received the slightest notice; and, as a matter of course, numerous blanks occurred in their schedules.

Superiority of Revised Code examinations.

I trust all our teachers who have been so remiss will see it to be their immediate duty to adopt a different course; for, though some slight modifications of the standards may be desirable, there can be, I think, little question with any unbiassed judgment of the decided superiority of the Revised Code examination over the plan of general inspection as previously practised. A person of experience, it is true, may soon form a pretty correct estimate of the organization, discipline, and instruction of any school; but the individual examination supplies more definite results on which to found a judgment. It corrects vague and general impressions; and, combined with oral examination, forms a valuable and trustworthy test of the state of a school in all respects. This is specially true in regard to the discipline and general tone of a school; and with regard to the instruction, it fixes and determines the judgment, as one of my colleagues has well observed, "by the irresistible logic of figures."

School managers, I find, generally approve of the individual examination after they have seen it applied by the inspector; and many of them admit that the opinions they had formed of it were either very erroneous or very indefinite.

The instances, too, are comparatively rare in which really able and conscientious teachers object to it. This is not the chief ground of their objection to the Revised Code. *That* I may notice shortly by-and-by.

Complaints.

It is a pretty general complaint that the amount of time and labour expended on the preparation of pupils for the

writing and arithmetic of the 1st Standard is not compensated by the results. Though inclined to agree to a certain extent in this view, I cannot adopt the opinion not unfrequently expressed that this preparation is "a sheer "waste of time and labour." Though we have not yet experience enough to enable us to judge correctly of this matter in all its bearings, we are at least in a position to deny that it merits this wholesale condemnation. Is it not, rather, a laudable mode of training young hands and eyes to form and recognize letters and figures much more readily than they were wont to do by the old method, and to perform such useful initiatory exercises in oral arithmetic as the children may be trained to do by an intelligent use of their ten fingers? In truth, not a little of what is required in this standard may be got up by the children very much as an amusement at times, when, according to old use and wont, they are either sitting listless and half asleep, or exemplifying the familiar couplet,—

"Satan finds some mischief still
"For idle hands to do."

Modifications proposed.

Still, with present experience in Scotland, I should be inclined to *raise the age,* or *diminish the requirements* for the 1st Standard. Seven has been very generally recognized as the age at which children, of average abilities and opportunities, should leave an infants' school and proceed to a higher; and I am in favour of the opinion that, instead of six years of age, seven is the earliest at which children should become eligible for individual examination. If the age continue at six, I should discard capital letters at this stage, and instead of subtraction, would rather extend the exercises in addition and numeration.

In the 2nd Standard the multiplication table seems to be the great stumbling-block. The half of it, learnt so that the scholars should be able to answer promiscuous questions on it, would, in my opinion, be enough at this stage. Addition and subtraction may be very readily explained and illustrated in the concrete, but the multiplication table cannot be easily treated after the same fashion.

In the 3rd Standard the main cause of failure is *short* division; but I should not, on that account, be inclined to change in any way the subjects of examination in this standard.

The 4th, 5th, and 6th Standards call for no special remark in this connexion; unless it be that it is desirable the Code had intimated that for the intelligent and suc-

cessful working of the arithmetic of the 6th, a knowledge of vulgar fractions to some extent is indispensable.

I regret the Revised Code includes no distinct recognition of proportion,—the "rule of three" being highly important, not only in itself, but also as the foundation or principle of so many other "rules," as interest, stocks, &c. In Scotland, at least, I see no objection to one standard more, a 7th, embracing proportion with its applications; decimal fractions; together with exercises in geography, grammar, and composition.

Pupil-teachers.

The introduction of the Revised Code caused many pupil-teachers to give up the profession, and rendered it very difficult for managers and teachers to get suitable candidates. Indeed, the unsettled state of educational matters in Scotland, combined with the thriving condition of manufacturing industry in Forfarshire, made it impossible to obtain candidates for several large schools in Dundee, Montrose, &c. And the teachers were compelled to conduct their schools during the past year with an inadequate staff, and consequently at a great disadvantage.

There can be little doubt that the pupil-teacher system was over-done,—in many cases grossly abused; and I do not think it has ever been a very popular part of the educational machinery with the parentage of Scotland. Though it is unquestionably a great improvement on the monitorial system, and though many of the pupil-teachers discharge their duties with great zeal and prudence, parents generally have very strong objections to their children being placed to any degree under the charge of such young instructors as many of them necessarily are. The employment of assistant-teachers would harmonize much more with Scottish tastes and predilections.

Reading.

From the Tables it may be seen that there are fewer failures in reading than in any other subject. Yet it must not be inferred that this prime branch is thoroughly satisfactory. This is far from being the case. In too many schools the reading, though "passable," is often very slovenly, deficient in expression, and utterly devoid of taste. Teachers too rarely set the example of reading the passage as it ought to be read; the pupil-teacher is in too many instances incapable of this; and very little is done in not a few schools to correct or eradicate local tones, drawls, and mispronunciations. That such provincialisms can, by due care and attention, be almost completely eradicated, and a correct style be substituted in their place, I have not the least doubt. In one of the institutions I inspect the read-

ing in the girls' department is almost entirely free of them, and is otherwise remarkably good; whereas in the boys' department the reading is little else than a wretched provincial patois. And yet, only "thin partitions do the bounds divide." But the one is presided over by a mistress of intelligence and energy, and with a heart thoroughly in her work; the other by a teacher of superior information, who knows well what is right, but will not put himself to the trouble necessary to secure the right result.

Generally speaking, the most fluent, expressive, and tasteful reading is heard in girls' schools or from the girls in a mixed school. Boys seem to have less taste, or less desire to manifest it. Any noticeable amount of feeling they seem to despise as unmanly. On one occasion a girl entered so thoroughly into the tone and spirit of a very pathetic passage as fairly to break down in reading it, tears gradually filling her eyes and at last rolling down her cheeks. The girls were all more or less visibly affected; whereas a sort of almost contemptuous smile curled the lips of the boys. I fondly hope the readings in poetry, required in the 5th standard, will tend to produce a more distinct and expressive, a more intelligent and pleasing style of reading.

This, in truth, should be the goal aimed at from the very first; and, therefore, great care should be taken to inculcate correct pronunciation, distinct enunciation, and an easy natural style in the lower classes. These should receive much of the master's attention, and should not be left so much, as they often are, to the charge of the pupil-teachers. A judicious use should be made of collective and individual reading, and of rapid questioning on the subject-matter, as has been so frequently inculcated in treatises on common school education and in the reports of many of the inspectors. The teacher must, however, set the example. In this, as in other respects, "like teacher, like school."

I cannot avoid noticing in this connexion the great improvement that has taken place in reading-books of late. Though some recent compilers or editors have failed in distinguishing between what is truly childlike, and what is really childish, and have occupied much of their books with what is merely the latter, there is no difficulty now in selecting really good class books from the many excellent series that have been recently published on both sides of the Tweed. Books.

The great difficulty a teacher has to overcome in effecting a desired and desirable change, lies in the unwillingness

or the poverty of the parents, a difficulty in many cases insuperable, and accounting for the fact that there are still in extensive use reading-books, crammed with extracts that are not calculated, either in matter or style, to excite the interest of the young, and foster in them a love of reading.

Before leaving this subject I should like, by way of warning, to remark how grossly the "look and say" system has been abused. It has been carried much further than its advocates ever intended. It has been made so thoroughly a "look and say" system, and nothing more, that the children are left wholly ignorant of the powers of the letters. I have met with scholars in the 3rd and 4th Standards so unacquainted with these as to fail in pronouncing a combination of three or four letters they were not familiar with. Indeed, no amount of coaxing would induce them to attempt it.

Spelling. I attach great importance to the *transcribing* required in the 2nd Standard. It has been my advice to many teachers to make much and frequent use of this exercise, and to see that the children write a bold, distinct hand, and attend to the punctuation and the use of capital letters. Systematic training in this exercise cannot fail to tell most beneficially on the writing and dictation of the subsequent standards.

Oral spelling should not, however, be discontinued. It has its own place and use, and may be given so as greatly to enliven and interest a class. The preparation of long columns of unusual polysyllabic words is, in my opinion, a comparatively useless task at any stage—utterly unmeaning at an early stage. Then, at least, the words for spelling should be given in the order in which they occur in a sentence, and none omitted. The children should be exercised in spelling the names of common things and actions, and not in words of learned length which they are seldom or never likely to use.

In the three higher standards I request the children to head the exercises in ciphering with the word arithmetic, and I have been utterly amazed at the endless variety of shapes into which it has been tortured, both in town and country, in lowland and highland schools. I add a few specimens out of hundreds,—*arthimtic, arthmicak, aretimatic, arithmeactic, arekmatch, artamarative, ariffmectic, ariffmeitmet, arfimated, rifmitartich, rifmictedmadech.*

Writing. The hand-writing judged of merely from the copybooks, is usually neat, clean, and regular, though often much too

small. It seems vain to protest against the angular style so fashionable with many ladies, and therefore with school girls. Teach as you may in the school, no sooner does the girl get her own way in the matter than she follows the prevailing fashion. Even in school the master must often either gracefully yield the point, or be prepared for a severe and protracted struggle. In one of the seven schools, at the head of Table III., the hand-writing of the girls was so round, bold, and distinct as to merit and receive special praise. But neat, clean, and regular though the writing be in the ordinary copybooks, it is very much the reverse in the paper work of the pupils, in the three higher standards. There it is often very slovenly and careless, disfigured by blurs and irregularities; or it is so small and cramped as to be almost illegible. It is too frequently the case that pupils, in order to gratify their own whims or the whims of their parents, are allowed to begin *small hand* much too soon. My own experience for nearly a quarter of a century led me to the conclusion that, to form a good, bold, and serviceable hand, there must be long practice in *text* and *half text;* and that whenever the power of writing is fairly acquired, the pupils should be accustomed to apply it practically in properly graduated exercises in transcribing, dictation, and ciphering on paper. With more systematic practice of this kind,—and the Revised Code very properly renders this necessary,—I expect by-and-by to see the paper work done for us in a style less liable to censure than much of it that passed through my hands this year. It is, however, nothing more than justice to many teachers, as well as to my own feelings, to add that I have often had the pleasure of examining exercises written out in a style that left little more to be desired, a necessary result this of proper training, and one very gratifying to the teacher.

Arithmetic.

The statistics given and the facts stated previously go to show conclusively that of all the *three* branches arithmetic is by far the least satisfactory.

This arises mainly, I believe, from the subject being taught very much in a mere mechanical style, and from the exercises consisting of questions of a formal type and being all set down on the blackboard. Many in the 4th Standard were unable to set down for themselves *one thousand and ten pounds ten shillings and a farthing;* more still, when asked to take 79*l.* 18*s.* 2¼*d.* from *one hundred and ten pounds*, put down the question thus—evidently from being accustomed to get the minuend always first—

£	s.	d.		£	s.	d.
79	18	2¼	or	79	18	2¼
110	0	0		10,010	0	0

and then coolly performed the subtraction with such a result as 969*l.* 18*s.* 2¼*d.*, or 89,969*l.* 18*s.* 2¼*d.* !

It may be said that, at the first trial of the new style of examination, the teachers have not properly classified or presented their pupils. This is to a certain extent true; but while some have unquestionably placed them too high, the majority have taken care to place them low enough. Manifestly, therefore, there must be something wrong with the instruction, and some curious notions of what rational instruction really is, when pupils like these could even be deemed capable of doing the work of the 4th Standard.

With a question out of the beaten track and requiring a little self reliant thought, though of easy solution, the result, especially in the 5th Standard, was very frequently a total break-down. There were, indeed, far more failures in the 5th Standard than in the 6th, partly because the tables were not thoroughly got up; but mainly because the children had not been trained to set down questions for themselves, or to work any except those of the most rigidly formal type.

I need scarcely say that there are many, very many schools where such things would not, do not, occur. But, as they are still too common in other schools, I consider it right to notice them, to indicate what I conceive to be the cause of them, and thereby to suggest a remedy.

I am aware that many are of opinion that children should be made to work sums in little else than a mere mechanical way, *before* full explanations are given to them. I have no great objection to this view. I believe there is some truth in it. And I am prepared to admit as the result of considerable experience that children, in the early stages of arithmetic, do more readily apprehend the explanation after they have acquired the power of working the sums. But the grand mistake is that many stop short here, and never refer at all to *first principles*, or attempt to explain the *rationale* of the processes. The consequence is that scholars thus taught know not what to do, when set to a question not of the ordinary routine kind.

Arithmetic is the Euclid of common school education; and when rightly taught, and, as it may be, interestingly too, it becomes in addition to its own special uses, an excellent means of training the young mind in the region of exact thought. It is much to be desired that the defective

state of arithmetic in our schools—often noticed by inspectors in former years, and now clearly brought out by the new examination—will rouse our teachers to adopt more rational and satisfactory methods of instruction in this valuable branch of elementary education.

Higher branches.

Of the higher branches, as they are styled, of middle class education, it may be stated as a general rule that they are found in the best condition in those schools that, all circumstances considered, pass the individual examination most creditably. During the year I met with only two or three marked exceptions, which were noticed in my special reports to your Lordships. Such notices by inspectors and other hints besides, will, it is hoped, eradicate from the minds of a number—comparatively small—of our teachers the notion that your Lordships, and, consequently, the inspectors, care very little for anything in secular knowledge above and beyond the "three R's." No teacher of the right stamp will ever seriously entertain such a notion. He knows well that the higher and wider the general intelligence in his school, the more confident may he feel that his scholars will acquit themselves satisfactorily on the day of trial.

With regard to the introduction of these branches the teacher has often a hard, and at times an unsuccessful battle to fight with the ignorance and prejudices of parents. I have been informed of parents refusing to let their children learn them at all, even when no additional fee was charged. I have been told, too, of instances in which the teacher was forbidden to teach even writing, all that was required being ability to read the Bible. I suspect the poverty of the parents may have something to do with interferences so absurd.

Geography.

The study of geography is now a very different thing from that skeleton of dry bones with difficult and almost unpronounceable names, which I have known it and seen it in days not long gone by. Now the bones are clothed with flesh and a new spirit has breathed upon them; and the once repulsive skeleton is now a form instinct with life and beauty. Geography, in its physical aspect especially, has risen of late to the dignity of a distinct science by the beauty and extent of its generalizations. Not a few of our teachers seem to be fully alive to this striking change, and teach the subject to an advanced class in an intelligent and attractive style, at once exciting the interest of the pupils and furnishing their minds with much useful information.

In the initiatory stage, however, it is even yet too seldom

taught on the principle of proceeding *from the seen and known to the unseen and unknown.* Geography, like charity, "should begin at home, but it should not end there." It is by no means a very rare thing to find a class of young geographers able to tell you about the shape, size, and motions of the earth; and another, of scholars a little farther advanced, able to give the heights and lengths of the mountains and rivers of one or more of the continents; and yet all alike completely ignorant of the most patent facts in the physical and industrial geography of their native country, or even of their own immediate neighbourhood.

Grammar.

Grammar is by no means so well taught on the whole as geography. It is in itself a drier and more difficult subject to deal with, and is often treated at the start in a way as well calculated to repel and disgust the tyro, as if this had been the special aim. It is painful in the extreme to hear a class of beginners in grammar questioned after this fashion. *What is Grammar? Into how many parts is it divided? Name them. What does Orthography treat of? Etymology? Syntax? Prosody?* and so on. A very different interest attaches to the study when the teacher begins with some short sentences like *Boys play, Girls sing,* &c., and proceeds to draw out of the pupils, and to fix in their minds, the difference between the two words composing these sentences. This done, the technical name for each is given; and the pupils then set to find or make similar sentences for themselves, and to distinguish the *nouns* and *verbs* in a simple reading book. When the pupils are able to distinguish these two primary parts of speech, the *adjective* and the *adverb* can be gradually introduced to their notice; while the knowledge of the pupils should be constantly tested and applied in sentences of their own construction. Other parts of speech are added as the fuller development of the simple sentence may require. *Inflections* should be given as the want of them is felt, and the subdivisions of the parts of speech as these are found to be useful.

Compound sentences, with the nature of their component clauses and their bearing on each other, and the force of conjunctions proper and conjunctive words, will follow in due course. But *festina lente*—slow and sure—should be the guiding principle from first to last; and theory and practice, analysis and synthesis, advance *pari passu.* In this way a solid foundation may be laid for both parsing and composition.

The leading principles of grammar, the essential rules of syntax, are few and simple, and the pupils may be gradually led to educe these for themselves, and then have them fixed in their memories in the formal phraseology of the grammarian.

As arithmetic should be the Euclid, so grammar should be the logic of common school education. A meagre and almost mechanical style of word-parsing (and some grammars still in extensive use aim at little more), I consider to be well nigh worthless. But grammar taught in some such way as I have roughly sketched in outline aims at something much higher. It seeks to impart an intelligent acquaintance with the structure of sentences, and the power of composing these with correctness and perspicuity. It thus becomes a valuable means of developing and strengthening the intellectual faculties; and can scarcely fail in helping the young to grasp the meaning of a train of clauses and sentences, variously dependent on and modifying one another; in furnishing them with valuable hints in their early attempts at expressing their thoughts in original composition; and in facilitating the acquisition of that rare accomplishment, a correct, expressive, and graceful style of reading.

It will be seen that I attach much importance to a simple and rational analysis, as lying, indeed, at the very foundation of right grammatical instruction. I must, however, say that I have of late seen analysis carried to an unwarrantable extent, to the almost total exclusion of word-parsing. This is greatly to be reprobated, the one should be a guide to, but should not supersede, the other.

I cannot avoid recording here my protest against a style of analysis pretty extensively in vogue at present, though based, as I believe, on error. It may be characterized as "Analysis run to seed," and is mainly, I conceive, attributable to an opinion which, though held by some of our highest authorities in grammar, I cannot but think essentially erroneous, viz., that conjunctions invariably connect clauses or sentences only, never words. Hence such a sentence as this:—"Nature will grow thorns and thistles "without labour and culture; but if you will have corn-"fields and vineyards you must chastise nature," &c. is analysed thus:—

A. Nature will grow thorns without labour, Pr. S.
B. Nature will grow thistles without labour, Pr. S.
C. Nature will grow thorns without culture, Pr. S.
D. Nature will grow thistles without culture, Pr. S.
} All co-ordinate.

and so on in sickening repetition.

History, &c.

History appears as a regular subject in the curriculum of a considerable number of the schools I visit. But it was rarely I had an opportunity of hearing it, as the examination of the subjects required by the Code and of the others I have reported on, generally occupied all my available time.

The same remark also applies to geometry, practical mathematics, latin, &c. Raising the examinable age from 6 to 7 for the 1st Standard would leave both teachers and inspectors more time for these subjects.

Finance of Revised Code.

Upon the probable financial results of the Revised Code I do not feel myself called on to enter at any length, seeing that payments will continue to be made in Scotland according to the Code of 1860 till the 30th June 1867. I shall only say that to one part of it—payment according to the results of examination—there seems to me to be, in this part of Great Britain at least, a well grounded objection. It has been already shown that all schools visited between the vacation and the new year, cannot present for examination the same proportion of the annual average attendance, as those schools which are visited at a later date. These schools are obviously placed at a great disadvantage financially (as well as otherwise), and the managers and teachers may therefore with justice complain that the Revised Code does not, in this important particular, place all schools on the same footing. They suffer, and suffer severely, for circumstances over which they have no control.

The introduction of what may be called the *principle of per-centages* would compensate for the diminished grant.

A school (say) presents 80 for examination and these gain 200 passes. But the registers show that 100 made the 200 attendances during the 12 months, and, but for the date of visit or some other cause, these might have been all presented. Now 80 : 100 : 200 : 250. Let the grant then be paid for 250 instead of 200 passes.

It would be necessary, however, to devise some efficient check against the practical abuse of the principle, such as making it compulsory to present for examination all pupils eligible by number of attendances, or a number not below a certain proportion of the annual average attendance.

The same principle could be applied in the case of absentees from illness, the prevalence of an epidemic, stress of weather, &c.

It might be advisable, were this principle introduced, slightly to diminish the amount of grant obtainable by examination.

Taking the Revised Code even in its present form it is my impression that, after a period of transition in which not a few teachers would feel the change severely, the amount of capitation grant would be sufficient in the great majority of cases to remunerate the teachers as well as formerly, and also pupil-teachers where these were required. Small schools would obviously receive very much less than they do under the old Code, and many of them would in all likelihood cease to exist. This is a result far from desirable in some districts where schools are 4 or 5 miles, and sometimes even 15 or 20 miles apart, though it may be "a consummation devoutly to be wished" in others, where denominational zeal, or local party strife, or even personal ill-will has planted two or more schools where only one was really needed. In these cases, however, it is not always correct to infer that the school older in name is older also in fact; a new erection may have an old name. The locality may be changed, and the name remain the same.

National system.

I fondly hope we are on the eve of obtaining a sound and comprehensive system of National education for Scotland. But I should deeply regret the introduction of any system that would diminish the incomes of the very deserving, but often much underpaid teachers of our elementary schools,—a class of the community yet far from being appreciated at their true worth. There are amongst them men of great abilities, of no mean accomplishments, and with an enthusiastic love of their profession. With comparatively few exceptions, they have all merited and do merit, by the zealous and conscientious discharge of the duties of their noble calling, a higher social status than the general community has yet accorded to them, and a more liberal rate of reward than it has hitherto been their lot to receive.

I have the honour to be, &c.

JAMES SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1865, *by Her Majesty's Inspector*, Rev. T. Wilkinson, M.A., *on the* Episcopal Church Schools *inspected by him in* Scotland.

My Lords, January 16th, 1866.

Number of schools examined.

During the 12 months which have elapsed since I last had the honour of submitting a general report to your Lordships, I have visited and reported upon 116 schools, containing, in the aggregate, 12,157 children of both sexes, in the several dioceses of the Scottish Episcopal Church, ranging over all the counties of Scotland, except seven.

Number of teachers and pupil-teachers.

In these schools I have found 137 teachers and 153 pupil-teachers.

Tabulated particulars of above numbers.

These results appear in the following tabulated statement, which exhibits the condition of the several dioceses as to the numbers of schools, teachers, pupil-teachers, and scholars in each.

Diocese.	Schools.	Teachers.	Pupil-teachers.	Scholars.
Glasgow and Galloway -	32	44	52	3,857
Edinburgh - - -	20	25	40	2,602
St. Andrews, &c. - -	11	11	15	1,019
Brechin - - -	16	16	12	1,547
Aberdeen - - -	23	26	20	2,011
Argyll - - -	8	9	6	448
Moray and Ross - -	6	6	8	673
	116	137	153	12,157

Comparison with last year.

The above exhibits, on a comparison with the last year, the following, viz.:—

Number of schools - - -	No change.
„ teachers - - -	18 per cent. increase.
„ pupil-teachers - -	28·86 per cent. decrease.
„ scholars - - -	5 per cent. increase.

Diminution in numbers of pupil-teachers.

While it is satisfactory to observe in the foregoing statement that the number of Episcopalian schools continues undiminished, and that the numbers of scholars are slightly on the increase, and the number of teachers largely so, the number of pupil-teachers has fallen from 201 to 153. For good or for evil, this is a remarkable feature, and exhibits a tendency to the monitorial from the pupil-teacher system. The supply of candidates, especially of male candidates, to take the place of those whose apprenticeship expires, is diminishing. From letters and from personal communication with school managers and teachers, I am disposed

Probable cause, disinclination of parents to the service.

to think that there exists a great disinclination on the part of parents to allow their children to enter the service.

General improvement in educational machinery, and children's attainments

On a review of the past year, I can with great satisfaction record the advance which education has made generally during that period. The school buildings and their internal arrangements present a striking feature of excellence in their respective establishments, and reflect the highest credit on the patrons and managers of the schools, whilst the attainments of the children, and the praiseworthy and successful efforts of the teachers and pupil-teachers, with a few exceptions as regards the latter, have not receded from their former satisfactory standard.

Satisfactory condition of religious knowledge, due chiefly to the clergy.

The religious knowledge of the children is in a satisfactory state; there is a remarkable extent of scriptural information in a great majority of the schools. This is mainly attributable to the careful supervision of the clergy, to whose efforts I again revert, as I have frequently done before; they are, indeed, the mainspring, and, according to the limited means of many of them, the most generous supporters of all educational effort and progress.

Reading generally good.

The reading generally is very correct and intelligent, though in so wide a district as the one in which I am engaged, the quality of it varies exceedingly.

Penmanship indifferent.

In penmanship the state of things is not so satisfactory; only in a few schools the writing is well done, so far as the mechanical art is concerned.

Arithmetic, though well taught, the weakest of the three subjects.

In my examination schedules arithmetic is exhibited as the weakest of the three subjects of the standards. I am, notwithstanding, still of opinion that it is equally as well taught as the reading, and greatly better than the penmanship. In several schools it is the favourite lesson both with the teacher and the scholars.

Satisfactory results of Revised Code in respect of reading, writing, and arithmetic.

In regard to two of the three above-named subjects, I may here remark that during my 14 years of official engagements among the Episcopalian schools of Scotland, I have never seen the dictation more accurate, the arithmetic more correctly performed, and the reading more generally good than during the past year, and the effects of the change in the mode of inspection introduced by the Revised Code are every day becoming more apparent.

Grammar, geography, and history little taught in country schools;

Last year I reported the grammar, geography, and history as being in abeyance in many of the rural schools of my district; these subjects, if not quite set aside, still continue to be materially curtailed in favour of the paying parts of the school system. I have not felt it my duty to suggest, as I at one time purposed to do, any change in this respect

to the managers of these small schools. These good people, setting aside geography and grammar, and having had the satisfaction of seeing their children become good readers, good writers, good spellers, and good arithmeticians, may be permitted to strike the balance in favour of the latter element. This remark applies only to the small rural schools, many of them extremely retired and isolated. In the better description of country schools, and always in the town schools, the full amount of instruction in grammar, geography, and history has been retained ; in some, drawing and music also are being vigorously and successfully taught.

but partly retained in town schools; in some schools drawing and music also.

I am glad to be able to report that in most of my schools there is a material change for the better in the matter of sewing. Cutting out and knitting are now more generally taught.

Sewing, &c. improved.

The log-book is in very few cases kept in such a way as to be a really valuable journal of a school's history and progress. Very few teachers have learnt to value it as it deserves, or to use it so as to make it of value. Even in the small schools of rural districts it might be more intelligently kept than it is ; in large town schools there ought to be no difficulty, where materials may easily be found for every day's notice without the risk of falling into general unimportant and irrelevant observations. I shall be glad to find on my next visit that the usefulness of the log-book is more generally recognized than at present.

Log book not sufficiently understood and valued.

I beg to offer one or two remarks on the condition and training of the pupil-teachers.

Pupil-teachers ;

Though on the whole they are carefully looked after and efficiently instructed, yet exceptions to this statement exist, and I have felt it to be my duty to suggest, in some instances, a more vigilant exercise on the part of the managers of their duty of supervision, and of their right as well as duty of exacting the full amount of tuition of the pupil-teachers out of school hours, as required by your Lordships' minutes. In some instances the attainments of these young people are very low indeed, especially in religious knowledge and grammar ; and in the cases of some of them in their third and fourth years the analysis of a simple sentence presents an insuperable difficulty. I have also been called upon in some cases to comment severely on the inaptitude for their work of the pupil-teachers in advanced stages of their apprenticeship, and of their utter want of notions of discipline and good order.

not universally looked after by managers.

Religious knowledge and grammar very weak in some cases.

Inaptitude for work in others.

I have now, in conclusion, only to lay before your Lordships a few statistics in reference to the schools inspected by me

during the past year. With regard to the number of these, I have, as before stated, inspected 116. In these schools there were present, at inspection, 9,254 children. Of these 9,254 present at inspection, 4,218 had to be individually examined in reading, writing, and arithmetic, having fulfilled the condition in regard to attendances.

Children present.

Children individually examined.

Each child, after examination, must have three marks attached to its name, according as it passes or not in the three above-named subjects. The total number of passes made in the year has been 10,288. If the whole number of examined had passed in all the three subjects, they would have amounted to 12,654. There have accordingly been 2,366 failures, or about one in six. The largest number of failures has been in arithmetic, as the following statements will exhibit :—

Proportion of failures, greatest in arithmetic.

——	Reading.	Writing.	Arithmetic.
Passes - - -	3,681	3,468	3,139
Failures - -	539	750	1,079
Per-centage of failures.	nearly 13	nearly 18	nearly 26

The evening schools under inspection call for no especial remark on the present occasion. Two or three have been opened in Glasgow, Dundee, and under high auspices, and they give good promise of being very beneficial to the dense population surrounding them. The number of evening schools throughout the country is about a dozen.

Evening schools in a satisfactory state.

I have the honour to be, &c.

T. Wilkinson.

To the Right Honourable
The Lords of the Committee of Council on Education.

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Appendix No. 2.

NORMAL SCHOOLS.

(No. 1.) - - - - -

STATEMENT of GRANTS awarded to NORMAL SCHOOLS (with Amount subscribed by Promoters, and Total Cos
Diagrams, and Scientific Apparatus. (3.) STUDENTS examined and passed; QUEEN
CODE: and GENERAL EXPENSE

NORMAL SCHOOL.	BUILDING, ENLARGEMENT, OR IMPROVEMENT.			
	Amount Granted.	Dates of Payment.	Amount Subscribed.	Total Cost.
	£ s. d.		£ s. d.	£ s. d
Cheltenham, *Male* - - - - - - -	4,900 0 0	1850, 1855	12,497 9 6	17,397 9
" *Female* - - - - - - -				
Highbury (Metropolitan), *Male* - - - - -	4,860 15 0	1850, 1854, 1857	14,919 6 5	19,780 1
Peterborough, *Male* - - - - - - -	2,000 0 0	1864	4,140 15 10	6,140 15 1
NATIONAL SOCIETY'S, at Battersea, *Male* - - - - -	3,790 0 0	1842, '47, '52, '54	4,194 13 6	7 984 13
NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male* - - - -	8,192 15 5	1842, 1855, 1858	26,362 1 7	34,554 17
NATIONAL SOCIETY'S, at Whitelands, *Female* - - - - -	4,770 0 0	1851, 1856	5,661 7 5	10,431 7
NATIONAL SOCIETY'S, at Carmarthen, *Male* - - - - -	4,845 0 0	1848, 1849, 1861	9,155 15 11	14,000 15 11
DIOCESAN, at Bishop's Stortford (Rochester), *Female* - -	2,221 0 0	1854	8,393 7 8	11,617 7
DIOCESAN, at Brighton (Chichester), *Female* - - -	2,000 0 0	1855	6,368 3 8	8,368 3
DIOCESAN, at Bristol (Gloucester and Bristol, and Oxford) *Female*	5,275 0 0	1854, 1857, 1860	10,728 19 5	16,003 19
DIOCESAN, at Carnarvon, *Male* - - - - -	2,150 0 0	1858	3,257 19 10	5,407 19 11
DIOCESAN, at Chester, *Male* - - - - -	3,762 6 8	1843, '45, '49, '55	7,276 1 10	11,038 8
DIOCESAN, at Chichester, *Male* - - - - -	1,171 0 0	1851, 1854	3,760 1 11	4,931 1 11
DIOCESAN, at Culham (Oxford), *Male* - - - -	6,000 0 0	1853	13,233 4 0	19,233 4
DIOCESAN, at Derby (Lichfield), *Female* - - - -	2,000 0 0	1851	4,680 5 0	6,680 5
DIOCESAN, at Durham, *Male* - - - - -	2,930 15 0	1847, '54, '57, '58	4,022 10 11¾	6,953 5 11
DIOCESAN, at " *Female* - - - - -	2,645 0 0	1858	3,859 15 0	6,504 15
DIOCESAN, at Exeter, *Male* - - - - -	2,000 0 0	1854	7,657 5 9	9,657 5
DIOCESAN, at Lincoln, *Female* - - - - -	- - -	- - -	- - -	- -
DIOCESAN, at Norwich, *Female* - - - - -	1,304 10 0	1854, 1859, 1860	2,422 12 5	3,727 2
DIOCESAN, at Salisbury *Female* - - - - -	2,500 0 0	1852	6,372 16 10	8,872 16
DIOCESAN, at Saltley (Worcester), *Male* - - - -	6,313 8 2	1852, 1853, 1859	10,044 15 5	16,358 3
DIOCESAN, at Truro (Exeter), *Female* - - - -	1,500 0 0	1859	1,500 0 0	3,000 0
DIOCESAN, at Warrington (Chester), *Female* - - -	3,890 0 0	1854, 1858	2,240 19 0	6,130 19
DIOCESAN, at Winchester, *Male* - - - - -	2,000 0 0	1862	7,754 1 11	9,754 1
DIOCESAN, at York (York and Ripon), *Male* - - - -	4,975 0 0	1846, 1859	7,708 15 5	12,683 15
DIOCESAN, at Ripon " *Female* - - - -	2,475 0 0	1863	5,872 8 0	8,347 8
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male* " *Female*	5,103 7 6	1842, 1858	16,536 15 3	21,640 2
" " " at Stockwell, Surrey, *Female*	5,100 0 0	1861	14,338 14 4	19,438 14
" " " at Bangor, *Male* - - -	2,000 0 0	1863	9,550 0 0	11,550 0
WESLEYAN, in Horseferry Road, Westminster, *Male* - - - " " *Female* - - -	5,049 10 0	1852, 1856	33,101 9 3	38,150 9
HOME" AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female* - - - - - - - -	6,000 0 0	1856	1,600 0 0	7,600 0
ROMAN CATHOLIC, at Hammersmith, *Male* - - - -	3,900 0 0	1852, 1856	9,630 0 8	13,530 0
ROMAN CATHOLIC, at St. Leonard's-on-Sea, *Female* - - -	- - -	- - -	- - -	- -
ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female* - -	- - -	- - -	- - -	- -
CHURCH OF SCOTLAND at Edinburgh, *Male* - - - -	4,255 0 0	1846, 1856, 1857	4,799 4 7½	9,054 4
CHURCH OF SCOTLAND at " *Female* - - - -				
CHURCH OF SCOTLAND at Glasgow, *Male* - - - -	7,592 8 0	1844, 1856, 1858	9,900 3 3	17,492 11
CHURCH OF SCOTLAND at " *Female* - - - -				
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male* - - - -	4,492 10 0	1849, 1857, 1859	7,369 11 0	11,862 1
FREE CHURCH IN SCOTLAND, at " *Female* - - - -				
FREE CHURCH IN SCOTLAND, at Glasgow, *Male* - - - -	3,000 0 0	1848	7,098 7 6	10,098 7
FREE CHURCH IN SCOTLAND, at " *Female* - - - -				
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), *Male* - - - - - - - -	- - -	- - -	- - -	- -
NATIONAL SCHOOL SOCIETY - - - - - - -	- - -	- - -	- - -	- -
BRITISH AND FOREIGN SCHOOL SOCIETY - - - - - -	- - -	- - -	- - -	- -
CHURCH OF SCOTLAND - - - - - - - -	- - -	- - -	- - -	- -
Total - - - - -	137,967 5 9	- - -	308,010 0 0½	445,977 5

* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger su
Grants for Scientific Apparatus. ‡ Grants on account of Scholars holding Exhibitio

(No. 1.)

ccount of—(1.) Building, Enlargement, or Improvement (*see* Table No. 4, p. lxii, Note*). (2.) Books, Maps, LARS; CERTIFICATED ASSISTANTS; LECTURERS; GRANTS under ARTICLE 102[2] of REVISED een Years 1839 and 1865, inclusive.

OOKS, MAPS, DIAGRAMS, AND SCIENTIFIC APPARATUS.			AMOUNT GRANTED ON ACCOUNT OF						Total Amount Granted.
ount nted.	Amount Subscribed.*	Total Cost.	Students.	Queen's Scholars (including Personal Allowance.)	Certificated Assistants.	Lecturers.	Article 102[2].	General Expenses.§	
s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
0 17 10½	424 8 5½	595 6 3½	{ 17,291 10 0 / 7,084 0 0	23,483 0 0	509 15 0	1,825 0 0	{ 5,500 17 3 / 2,524 15 8	{ – –	73,943 17 5½
9 19 0½	486 3 7½	706 2 7½	{ 10,742 0 0	17,346 5 0	465 13 4	1,025 0 0	4,325 1 9	– –	38,998 14 1½
0 0 0½	41 2 5½	61 2 6	2,116 0 0	4,382 15 0	116 15 0	275 0 0	2,985 14 1	– –	11,893 4 1½
1 2½	413 8 10	619 10 0½	{ 20,118 0 0	25,607 15 0	541 15 0	825 0 0	5,943 0 7	– –	57,131 11 9½
0 0	54 6 10	154 6 10							
2 19 8½	205 19 7	308 19 3½	{ 17,881 0 0	21,623 5 0	279 0 0	1,725 0 0	7,139 18 4	– –	57,043 18 5½
0 0 0	55 14 0	155 14 0							
0 10 1½	96 14 2	137 4 3½	14,901 13 4	19,044 13 4	501 10 0	575 0 0	5,281 7 7	– –	45,094 14 4½
4 10 9	28 17 5	43 8 2	4,432 0 0						
3 6 8	41 13 4	125 0 0	£759 0 0	{ 5,605 0 0	185 16 8	475 0 0	2,223 19 7	– –	18,623 13 8
6 15 11	53 11 11	80 7 10	4,796 0 0	7,574 14 1	441 13 4	– –	2,679 6 3	– –	18,742 9 7
7 10 0	25 0 0	32 10 0	2,834 13 4	4,852 3 4	449 0 0	– –	2,069 12 10	– –	12,212 19 6
1 4 8½	130 5 1	191 9 9½	4,968 13 4	8,658 5 0	314 0 0	– –	2,863 6 0	– –	22,140 9 0½
3 5 7	179 16 7	262 2 2	3,258 13 4	3,082 0 0	133 15 0	475 0 0	1,606 6 8	– –	10,789 0 7
7 8 4½	99 12 8	137 1 0½	7,690 0 0	9,748 15 0	195 18 4	850 0 0	2,435 15 0	– –	24,720 3 4½
3 3 11½	34 18 1	91 2 0½	2,357 0 0	4,262 0 0	– –	– –	1,204 8 0	– –	9,050 11 11½
3 9 6	166 19 1	250 8 7	{ 6,891 0 0	11,040 15 0	334 15 0	275 0 0	4,202 8 6	– –	28,850 19 8
3 11 8	11 15 11	35 7 7							
2 19 2½	193 11 2	286 10 4½	3,586 0 0	5,398 1 8	461 0 0	– –	2,009 13 11	– –	13,547 14 9½
5 3 0½	198 6 8½	263 9 9	{ 6,911 0 0	9,957 8 0	78 0 0	175 0 0	2,789 15 4	– –	22,926 18 0½
9 16 8	9 18 4	29 15 0							
7 5 0½	14 11 7	21 17 4½	1,938 13 4	3,763 10 0	114 3 4	– –	1,945 9 9	– –	10,414 2 2½
5 13 4½	52 4 8	77 18 0½	5,626 0 0	8,401 15 9	– –	– –	2,644 1 1	– –	18,697 9 5½
– –	– –	– –	450 13 4	1,439 10 0	55 0 0	– –	1,643 19 7	– –	3,539 2 11
4 2 5½	8 4 11	12 7 4½	3,082 0 0	5,206 10 0	292 3 4	– –	2,038 16 6	– –	11,948 2 3½
2 18 4½	126 2 10	179 1 2½	6,147 6 8	8,424 13 4	306 0 0	575 0 0	2,731 12 10	– –	20,737 11 2½
3 4 7½	347 19 2	521 3 9½	7,362 10 0	12,811 10 0	250 4 2	650 0 0	5,070 12 8	– –	32,631 9 7½
3 0 11½	12 1 10	18 2 9½	1,069 6 8	2,054 0 0	174 0 0	– –	1,178 1 11	– –	5,931 9 6
5 6 8	10 13 4	16 0 0	8,554 13 4	13,003 15 0	334 0 0	– –	3,805 12 7	– –	29,593 7 7
5 8 3½	90 16 6	136 4 9½	3,074 0 0	5,176 5 0	15 0 0	175 0 0	1,975 19 9	– –	12,461 13 0
3 10 9½	247 1 8	370 12 5½	10,496 10 0	14,570 15 0	400 10 0	1,291 13 4	4,088 16 6	– –	36,246 15 7½
– –	– –	– –	3,020 0 0	4,494 11 8	109 0 0	– –	2,115 12 11	– –	12,214 4 7
3 6 8	12 13 5	19 0 1	10,950 16 8	16,594 13 4	257 5 0	1,050 0 0	{ 5,507 19 3 / – –	– –	49,178 19 2
0 0 0	49 1 5	149 1 5	3,988 3 3	5,540 7 6	80 0 0	– –			
– –	– –	– –	1,869 6 8	4,398 10 0	100 0 0	– –	3,681 16 6	– –	15,089 13 2
3 6 6	27 13 1	41 9 7	1,359 0 0	2,775 10 0	– –	– –	1,672 2 5	– –	7,820 8 11½
0 17 1	809 2 8	1,029 19 9	9,711 0 0	14,866 0 0	328 0 0	1,650 0 0	{ 7,227 19 6	– –	48,927 19 11
0 0 0	50 0 0	150 0 0	3,652 6 8	6,123 6 8	– –	– –			
1 0 0½	29 18 3	40 18 3½	{ 15,180 0 0	19,452 13 4	619 5 0	275 0 0	7,352 7 10	– –	48,900 6 2
0 0 0	6 16 9	16 16 9							
9 1 8	26 12 4	35 14 0	3,478 0 0	6,333 5 0	298 15 0	– –	2,628 13 4	– –	16,647 15 0
6 0 0	39 10 5	55 10 5	1,954 13 4	3,763 15 0	308 0 0	– –	322 0 0	– –	6,344 8 4
9 6 0½	107 13 1	158 19 1½	{ 4,169 6 8	7,515 13 4	176 3 4	– –	3,140 3 7	– –	15,063 16 11
3 4 0	6 12 1	19 16 1							
6 18 7½	33 17 4	50 15 11½	10,133 0 0	15,587 5 0	– –	1,150 0 0	{ 7,688 15 1	– –	54,159 9 2
2 18 10	58 2 9	151 1 7	6,352 6 8	8,883 5 0	– –	– –			
4 19 5	4 19 5	9 18 10	8,583 10 0	12,240 2 6	158 2 6	475 0 0	{ 6,047 11 9	– –	44,075 9 6
5 2 0	100 17 3	295 19 3	4,117 6 8	4,661 6 8	– –	– –			
4 17 3½	369 0 4	523 17 7½	15,745 6 8	20,493 10 0	242 10 0	1,350 0 0	{ 7,860 1 0	– –	66,703 7 9
0 0 0	54 15 6	154 15 6	7,243 4 6	8,966 8 4	55 0 0	– –			
8 5 10½	106 11 10	164 17 8½	9,961 0 0	13,661 10 0	28 19 2	1,175 0 0	{ 6,943 8 1	– –	46,154 13 5
6 16 0	43 8 1	130 4 1	6,187 17 8	5 051 16 8	– –	– –			
6 17 1½	13 14 4	20 11 5½	1,533 4 0	2,104 5 0	90 0 0	– –	1,055 16 3	– –	4 730 2 4
– –	– –	– –	– – –	– – –	– –	– –	– –	20,000 0 0	20,000 0 0
– –	– –	– –	– – –	– – –	– –	– –	– –	15,000 0 0	15,000 0 0
– –	– –	– –	– – –	– – –	– –	– –	– –	12,250 0 0	12,250 0 0
9 12 6½	5,820 14 6½	9,160 7 0½	215,543 6 1	450,552 15 5	10,228 7 6	18,316 13 4	148,152 18 0	47,250 0 0	1,131,555 18 7

s been expended upon items under this head to which Government Grants have *not* extended.
Under arrangements antecedent to 1846, and not extended to other classes of schools.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).
CHURCH OF ENGLAND	Cheltenham, *Male*	11	2
	„ *Female*		
	Peterborough, *Male*	3	1
	NATIONAL SOCIETY'S, at Battersea, *Male*	11	—
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	10	—
	NATIONAL SOCIETY'S, at Whitelands, *Female*	8	4
	NATIONAL SOCIETY'S, at Carmarthen, *Male*	6	—
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	6	2
	DIOCESAN, at Brighton (Chichester), *Female*	7	2
	DIOCESAN, at Bristol (Gloucester and Bristol and Oxford), *Female*	7	2
	DIOCESAN, at Carnarvon, *Male*	6	—
	DIOCESAN, at Chester, *Male*	9	—
	DIOCESAN, at Chichester, *Male*	3	1
	DIOCESAN, at Culham (Oxford), *Male*	5	—
	DIOCESAN, at Derby (Lichfield), *Female*	6	2
	DIOCESAN, at Durham, *Male*	6	—
	DIOCESAN, at „ *Female*	6	2
	DIOCESAN, at Exeter, *Male*	7	—
	DIOCESAN, at Lincoln, *Female*	5	—
	DIOCESAN, at Norwich, *Female*	9	2
	DIOCESAN, at Salisbury, *Female*	7	—
	DIOCESAN, at Saltley (Worcester), *Male*	7	—
	DIOCESAN, at Truro (Exeter), *Female*	6	2
	DIOCESAN, at Warrington (Chester), *Female*	9	2
	DIOCESAN, at Winchester, *Male*	4	1
	DIOCESAN, at York (York and Ripon), *Male*	5	2
	DIOCESAN, at Ripon „ *Female*	7	—
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	7	—
	„ „ at Stockwell, Surrey, *Female*	6	2
	„ „ at Bangor, *Male*	6	—
	WESLEYAN, in Horseferry Road, Westminster, *Male*	12	4
	„ „ „ *Female*		
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	10	2
	ROMAN CATHOLIC, at Hammersmith, *Male*	7	1
	ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female*	10	1
	CHURCH OF SCOTLAND, at Edinburgh, *Male*	7	3
	CHURCH OF SCOTLAND, at „ *Female*		
	CHURCH OF SCOTLAND, at Glasgow, *Male*	7	4
	CHURCH OF SCOTLAND, at „ *Female*		
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	9	2
	FREE CHURCH IN SCOTLAND, at „ *Female*		
	FREE CHURCH IN SCOTLAND, at Glasgow, *Male*	9	4
	FREE CHURCH IN SCOTLAND, at „ *Female*		
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), *Male*	4	—
	Total	270	50

* In cases where the teachers of the Practising School are also teachers of

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number of Students resident in February 1865.			Number who quitted the College at end of 1865.	Number of new Admissions in 1866.	Number of Students resident in March 1866.
Students admitted pursuant to Article 107.	Others.	Total.			
83	3	86	53	36	69
59	—	59	34	33	58
37	—	37	22	19	34
81	—	81	41	40	80
102	1	103	54	53	102
108	1	109	55	55	109
20	4	24	19	22	27
57	—	57	32	32	57
45	1	46	27	27	46
75	5	80	49	44	75
21	1	22	15	15	22
19	1	20	13	3	10
7	—	7	5	2	4
32	14	46	26	36	56
44	—	44	24	23	43
33	1	34	18	15	31
44	4	48	20	18	46
42	2	44	25	14	33
40	—	40	23	23	40
40	3	43	22	19	40
59	3	62	37	38	63
78	1	79	42	49	86
27	3	30	13	15	32
100	—	100	53	53	100
18	1	19	9	13	23
50	1	51	27	23	47
63	—	63	31	29	61
83	—	83	51	37	69
101	—	101	58	57	100
25	5	30	19	19	30
63	—	63	35	38	66
64	—	64	34	32	62
140	—	140	74	74	140
31	—	31	12	10	29
70	—	70	32	35	73
58	1	59	33	26	52
52	2	54	28	29	55
50	—	50	26	24	48
41	6	47	21	21	47
57	9	66	39	26	53
60	5	65	39	39	65
48	2	50	29	25	46
44	18	62	34	37	65
13	—	13	5	5	13
2,384	98	2,482	1,358	1,283	2,407

method in the Normal School they are included in the staff of the latter.

(No. 3.)

TABLE showing the INCOME and EXPENDITURE of NORM

	NORMAL SCHOOL.	INCOME (Amo											
		1. Grants from the Committee of Council on Education.			2. Proceeds of Land or Capital Sums.						3. Subscriptions and Do tions.				
					a. Inalienable from the College by Law.			*b.* Alienable from the College at Discretion.			*a.* From Individuals.			*b.* From Dio san Boar Educatio other Cha able Bod	
		£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	
CHURCH OF ENGLAND.	Cheltenham, *Male*	2,856	1	6	-	-	-	17	13	9	365	13	9	-	-
	„ *Female*	1,357	0	10	-	-	-	5	0	0	188	0	0	-	-
	Peterborough	1,724	8	10	-	-	-	-	-	-	1,460	10	2	116	0
	NATIONAL SOCIETY'S, at: Battersea	3,224	1	4	16	3	10	-	-	-	197	8	6	500	0
	Chelsea, St. Mark's	3,696	7	4	-	-	-	52	13	10	164	13	0	800	0
	Whitelands	2,819	15	8	-	-	-	154	6	7	122	3	6	350	0
	Carmarthen	1,195	2	7	-	-	-	-	-	-	215	16	1	577	0
	DIOCESAN, at: Bishop'sStortford(Rochester)	1,443	17	5	-	-	-	29	6	8	438	7	6	-	-
	Brighton (Chichester)	1,121	19	6	-	-	-	-	-	-	-	-	-	188	11
	Bristol (Gloucester and Bristol, and Oxford)	1,493	7	10	4	13	4	83	8	6	245	9	0	-	-
	Carnarvon	857	16	8	-	-	-	-	-	-	121	9	6	452	1
	Chester	1,090	10	0	-	-	-	4	11	2	-	-	-	131	
	Chichester	490	17	0	-	-	-	-	-	-	316	3	8	228	1
	Culham (Oxford)	2,096	3	6	-	-	-	-	-	-	-	-	-	130	1
	Derby (Lichfield)	1,071	16	0	-	-	-	-	-	-	287	7	6	170	
	Durham, *Male*	1,449	8	3	29	11	8	-	-	-	206	18	6	53	1
	„ *Female*	1,031	3	10	17	8	4	-	-	-	187	9	6	15	
	Exeter	1,370	11	1	-	-	-	-	-	-	463	16	6	82	1
	Lincoln	862	5	2	10	7	0	-	-	-	9	9	0	337	1
	Norwich	1,044	14	3	-	-	-	16	10	10	211	1	0	10	
	Salisbury	1,446	19	3	-	-	-	-	-	-	-	-	-	180	
	Saltley (Worcester)	2,787	8	11	-	-	-	-	-	-	503	18	0	357	
	Truro (Exeter)	614	1	4	-	-	-	-	-	-	76	11	6	80	
	Warrington (Chester)	1,976	0	3	10	0	0	-	-	-	-	-	-	186	1
	Winchester	993	10	0	-	-	-	7	4	3	479	9	6	61	
	York (York and Ripon), *Male*	2,040	17	6	-	-	-	-	-	-	-	-	-	390	1
	Ripon „ *Female*	1,149	14	2	-	-	-	-	-	-		11	0	350	
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: in Borough Road, Southwark	2,782	19	5	-	-	-	-	-	-	-	-	-	-	-
	at Stockwell, Surrey	1,898	17	0	-	-	-	-	-	-	277	15	2	-	-
	at Bangor	932	9	11	-	-	-	-	-	-	198	13	0	-	-
	WESLEYAN, in Horseferry Road, Westminster	3,766	14	3	-	-	-	-	-	-	-	-	-	1,700	
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	3,964	11	11	-	-	-	-	-	-	1,143	11	7	-	-
	ROMAN CATHOLIC, at: Hammersmith	1,254	10	4	-	-	-	-	-	-	-	-	-	644	
	Liverpool (Mount Pleasant)	1,630	3	0	-	-	-	25	2	0	250	0	0	400	
	CHURCH OF SCOTLAND, at: Edinburgh	3,537	6	5	-	-	-	-	-	-	-	-	-	250	
	Glasgow	2,897	19	5	-	-	-	-	-	-	-	-	-	250	
	FREE CHURCH IN SCOTLAND, at: Edinburgh	3,859	10	11	-	-	-	-	-	-	-	-	-	-	-
	Glasgow	3,558	4	6	-	-	-	-	-	-	-	-	-	-	-
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House)	574	5	3	-	-	-	-	-	-	186	18	0	100	
	Total	74,013	12	4	88	4	2	395	17	7	8,319	4	5	9,092	1

(No. 3.)

HOOLS in the Year ending 31st December 1865.

ally received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	Received from Students for Books sold to them.	Received from other Sources.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
368 0 0	- - -	- - -	- - -	- - -	1 10 0	18 15 1	3,627 14 1
280 0 0	- - -	- - -	- - -	- - -	5 5 0	11 11 9	1,846 17 7
95 0 0	- - -	- - -	- - -	61 5 2	21 9 6*	*45 4 4	3,523 18 0
420 0 0	- - -	- - -	- - -	- - -	81 8 5	- - -	4,439 2 1
532 10 0	- - -	- - -	- - -	- - -	94 13 0	21 19 11	5,362 17 1
281 10 0	- - -	- - -	- - -	- - -	83 12 10	{*163 0 8 / 4 8 11}	3,978 18 2
82 12 0	- - -	- - -	- - -	- - -	- - -	- - -	2,070 10 8
95 0 0	- - -	- - -	- - -	- - -	23 17 5	38 17 0	2,069 6 0
134 0 0	- - -	- - -	- - -	- - -	17 9 5	- - -	1,462 2 6
281 0 0	- - -	- - -	- - -	- - -	23 0 11	24 1 6	2,155 1 1
54 17 0	- - -	- - -	- - -	- - -	8 16 3	- - -	1,495 9 5
111 10 0	- - -	25 0 0	12 10 0	- - -	18 8 0	- - -	1,388 12 10
6 5 0	- - -	- - -	- - -	- - -	- - -	- - -	1,041 15 8
123 18 0	- - -	- - -	240 0 0	- - -	27 6 10	- - -	2,618 5 9
75 8 0	- - -	10 0 0	- - -	- - -	20 13 1	*17 12 2	1,652 16 9
126 0 0	- - -	- - -	- - -	- - -	15 1 11	*10 13 9	1,891 4 1
192 16 6	- - -	- - -	- - -	1 2 6	32 2 5	- - -	1,477 3 1
106 10 0	- - -	- - -	- - -	3 4 9	4 7 0	12 10 0	2,043 9 4
15 0 0	- - -	- - -	- - -	- - -	24 3 9	- - -	1,258 16 11
82 0 0	- - -	- - -	15 0 0	- - -	38 2 7	- - -	1,417 8 8
181 0 0	- - -	- - -	- - -	- - -	31 13 4	- - -	1,839 12 7
303 0 0	- - -	- - -	10 0 0	- - -	66 4 8	8 4 0	4,035 15 7
52 0 0	- - -	- - -	- - -	- - -	- - -	0 15 0	823 7 10
303 0 0	- - -	- - -	- - -	- - -	9 12 7	- - -	2,485 10 8
93 0 0	- - -	- - -	- - -	5 0 0	- - -	4 7 8	1,643 11 5
186 10 0	14 15 0	- - -	- - -	- - -	52 5 7	5 15 7	2,690 13 8
165 0 0	- - -	- - -	- - -	- - -	32 7 6	- - -	1,697 12 8
165 0 0	- - -	- - -	- - -	- - -	57 2 6	- - -	2,945 1 11
153 5 0	- - -	- - -	- - -	- - -	66 12 11	- - -	2,396 10 1
114 3 0	- - -	- - -	45 0 0	115 4 10	16 15 1	- - -	1,422 5 10
69 6 0	- - -	- - -	- - -	- - -	145 6 9	- - -	5,681 7 0
- -	- - -	- - -	- - -	1 10 0	192 3 2	*32 17 2	5,334 13 10
10 0 0	- - -	- - -	- - -	- - -	- - -	- - -	1,908 14 3
131 0 0	- - -	- - -	- - -	- - -	27 17 6	- - -	2,514 2 6
185 6 0	- - -	- - -	- - -	- - -	216 0 0	67 15 3	4,306 7 8
36 19 1	- - -	- - -	- - -	- - -	- - -	*153 12 1	3,338 10 7
177 10 5	- - -	- - -	100 0 0	- - -	184 15 9	*61 12 11	4,683 10 0
316 1 0	- - -	- - -	- - -	- - -	160 9 9	- - -	4,034 15 3
37 10 0	- - -	- - -	- - -	- - -	4 0 0	1 7 9	904 1 0
133 7 0	14 15 0	35 0 0	422 10 0	187 7 3	1,799 15 5	705 2 6	101,507 14 1

* From Practising Schools.

(*continued*

(No. 3.)

Table showing the Income and Expenditure of Normal

NORMAL SCHOOL.		EXPENDITURE (Amount.					
		1. Salaries of Teachers or Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	1,396 15 0	37 10 3	46 5 3	1,499 14 10	132 19 10	143 14 8
	„ *Female*	638 15 0	16 16 0	27 13 11	687 15 3	93 17 10	32 6 3
	Peterborough	596 6 8	79 1 9	58 6 3	855 9 3	116 8 9	90 15 0
	NATIONAL SOCIETY'S, at: Battersea	1,220 0 0	146 17 7	35 15 2	1,574 6 0	245 11 6	178 18 7
	NATIONAL SOCIETY'S, at: Chelsea, St. Mark's	1,335 16 8	145 13 10	90 4 8	1,889 1 4	238 2 2	178 6 8
	NATIONAL SOCIETY'S, at: Whitelands	1,195 0 0	126 12 1	32 16 6	1,116 11 4	80 0 10	135 6 0
	NATIONAL SOCIETY'S, at: Carmarthen	539 16 9	22 11 4	50 15 3	593 9 0	42 10 2	90 16 0
	DIOCESAN, at: Bishop's Stortford (Rochester)	550 0 0	50 7 10	41 13 6	790 14 0	51 14 3	44 6 0
	DIOCESAN, at: Brighton (Chichester)	343 8 0	39 1 9	14 2 3	632 15 7	– –	65 5 4
	DIOCESAN, at: Bristol (Gloucester and Bristol, and Oxford)	525 6 0	89 4 0	28 10 2	812 7 6	– –	123 15 6
	DIOCESAN, at: Carnarvon	543 2 9	19 13 2	20 1 5	328 0 9	14 14 9	68 15 1
	DIOCESAN, at: Chester	657 1 2	40 5 11	*	342 0 5	40 13 1	42 19 6
	DIOCESAN, at: Chichester	313 19 0	10 0 5	15 0 10	474 15 6	31 11 3	33 10 0
	DIOCESAN, at: Culham (Oxford)	901 16 9	70 13 7	70 4	952 17 6	80 0 9	93 15 7
	DIOCESAN, at: Derby (Lichfield)	414 0 0	76 12 4	20 13 2	578 18 11	83 3 0	50 10 9
	DIOCESAN, at: Durham, *Male*	662 17 6	59 13 8	13 19 10	657 13 2	89 0 9	53 11 0
	DIOCESAN, at: „ *Female*	455 0 0	69 0 3	5 4 9	607 6 11	55 2 11	42 13 3
	DIOCESAN, at: Exeter	619 4 0	61 1 10	17 7 5	713 18 8	65 8 8	89 5 0
	DIOCESAN, at: Lincoln	424 0 6	33 11 0	11 11 11	491 2 9	– –	109 0 1
	DIOCESAN, at: Norwich	440 3 0	49 15 10	12 3 11	616 15 3	104 0 0	42 5 6
	DIOCESAN, at: Salisbury	446 19 0	66 17 11	21 8 9	704 4 9	56 17 0	68 12 0
	DIOCESAN, at: Saltley (Worcester)	1,158 18 9	187 18 7	205 5 8	1,235 12 2	168 14 11	159 3 10
	DIOCESAN, at: Truro (Exeter)	194 10 9	12 5 10	5 12 1	396 6 1	5 15 0	48 15 11
	DIOCESAN, at: Warrington (Chester)	651 0 0	54 17 6	17 4 11	994 14 11	130 2 6	121 8 4
	DIOCESAN, at: Winchester	420 1 5	11 16 6	20 8 6	386 3 5	26 15 2	40 6 0
	DIOCESAN, at: York (York and Ripon) *Male*	680 0 0	99 19 1	16 9 9	1,202 5 9	– –	152 18 7
	DIOCESAN, at: Ripon „ *Female*	524 0 0	88 10 9	8 3 0	602 13 0	– –	98 4 9
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: in Borough Road, Southwark	1,026 15 0	61 18 3	78 18 6	1,312 5 10	125 11 0	182 16 3
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: at Stockwell, Surrey	647 0 0	72 10 1	62 15 9	1,028 19 10	51 11 0	112 11 3
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: at Bangor	547 10 0	59 16 6	25 17 8	417 12 11	40 6 3	62 15 3
	WESLEYAN, in Horseferry Road, Westminster	1,974 0 0	247 6 8	109 0 8	1,461 2 7	253 3 2	356 15 2
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	1,725 11 8	255 17 1	154 16 10	1,535 14 5	423 11 2	168 19 0
	ROMAN CATHOLIC, at: Hammersmith	389 18 10	69 12 1	23 7 9	996 13 1	– –	95 0 0
	ROMAN CATHOLIC, at: Liverpool (Mount Pleasant)	490 0 0	50 8 2	15 15 4	1,001 10 6	103 10 0	60 0 0
	CHURCH OF SCOTLAND, at: Edinburgh	1,132 0 0	256 7 10	117 7 4	1,973 19 6	– –	100 15 0
	CHURCH OF SCOTLAND, at: Glasgow	1,326 5 0	18 16 2	77 18 5	1,816 0 0	– –	32 10 0
	FREE CHURCH IN SCOTLAND, at: Edinburgh	1,342 1 8	236 1 10	125 6 6	2,311 14 3	– –	90 10 11
	FREE CHURCH IN SCOTLAND, at: Glasgow	1,715 0 0	210 9 11	89 7 6	1,775 0 0	– –	93 1 6
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House)	275 19 6	54 4 0	42 11 0	293 9 2	36 9 0	29 2 8
	Total	30,460 0 4	3,389 19 2	1,830 8 3	37,661 16 1	2,987 6 8	3,784 2 2

* Included under 2.

† 400*l.* invested, and 100*l.* loan repaid.

‡ These amounts are not actual payments by the college. They represent that part of the cost of maintenance which entered under No. 4., paid to them towards it), vide special arrangement stated in Report of Committee of Council

(No. 3.)

Schools, in the Year ending 31st December 1865—*continued.*

actually disbursed during the Year).

7. Fuel and Lights.	8. Medical Attendance.	9. Furniture and Repairs.	10. Rent, Rates, Taxes, and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Certified Expenditure. (Art. 102 (*a*).)	Amounts excluded from calculation under Article 102 (*a*). 14. Payments for Buildings, &c.	15. Net Cost of Practising School.	16. Other Payments.	17. Grand Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
144 11 10	22 10 8	293 6 11	184 8 6	15 18 6	5 1 3	3,922 17 6	130 15 7	58 0 0	– –	4,111 13 1
45 11 0	17 2 4	230 7 11	215 13 2	8 4 6	11 17 5	2,026 0 7	– –	32 0 0	– –	2,058 0 7
93 13 6	18 4 8	168 4 9	56 12 0	82 16 11	25 2 11	2,241 2 5	– –	– –	94 11 2	2,335 13 7
161 8 0	50 0 0	362 16 7	319 8 8	68 8 7	– –	4,363 10 8	– –	– –	– –	4,363 10 8
337 5 6	67 15 9	456 18 7	294 4 7	88 2 0	107 2 8	5,228 14 5	– –	146 11 10	– –	5,375 6 3
216 8 0	72 19 0	416 7 2	452 16 8	– –	22 3 3	3,867 0 10	– –	– –	– –	3,867 0 10
103 7 7	30 6 9	108 11 2	38 7 8	– –	17 17 8	1,638 9 4	– –	58 10 11	– –	1,697 0 3
115 18 8	57 8 0	216 3 10	49 1 4	66 1 4	– –	2,033 8 9	– –	60 10 2	– –	2,093 18 11
100 6 7	28 8 9	113 12 10	45 13 8	7 2 8	67 11 9	1,457 9 2	– –	– –	2 2 0	1,459 11 2
81 3 3	32 18 3	189 7 5	48 15 10	67 0 1	22 5 0	2,020 13 0	– –	14 15 10	– –	2,035 8 10
59 18 8	15 0 0	30 19 5	28 10 6	– –	9 7 5	1,138 3 11	– –	37 14 0	87 9 3	1,263 2
48 7 5	6 6 7	182 14 6	17 6 5	10 17 10	– –	1,388 12 10	– –	– –	– –	1,388 1 10
77 15 2	28 5 6	22 19 10	30 19 7	16 10 6	– –	1,055 7 7	– –	– –	136 17 11	1,192 5 6
55 9 3	13 17 0	252 10 2	55 14 6	34 9 6	36 17 0	2,618 5 9	– –	– –	– –	2,618 5 9
75 18 1	21 0 5	112 10 9	44 3 9	5 3 1	16 12 0	1,499 6 3	– –	– –	35 14 0	1,535 0 3
77 2 3	1 5 7	239 8 1	49 5 7	9 2 6	– –	1,912 19 11	– –	– –	– –	1,912 19 11
73 13 10	28 18 10	129 12 2	34 9 3	29 10 6	– –	1,530 12 8	– –	121 9 6	– –	1,652 2 2
66 16 3	3 11 1	95 12 6	119 1 3	37 17 1	43 0 0	1,932 3 9	– –	– –	15 0 0	1,947 3 9
56 17 2	21 10 10	76 11 0	18 6 1	– –	– –	1,242 11 4	– –	3 4 11	16 14 0	1,262 10 3
61 19 10	15 4 3	123 16 3	66 16 8	1 4 6	– –	1,534 7 0	– –	5 0 0	– –	1,539 7 0
68 15 9	30 8 2	109 7 10	71 3 0	4 14 2	– –	1,649 8 4	– –	50 0 0	– –	1,699 8 4
150 19 0	20 17 0	299 19 3	102 14 2	45 17 3	56 16 9	3,792 17 4	– –	31 11 5	70 2 2	3,894 10 11
55 11 4	15 14 11	57 11 11	13 7 0	9 9 8	6 15 6	821 16 0	– –	2 17 5	1 1 8	826 13 1
154 1 7	36 18 11	430 11 10	74 8 10	4 11 9	– –	2,670 1 1	– –	– –	– –	2,670 1 1
84 7 7	8 19 0	53 15 10	29 16 6	107 16 6	– –	1,140 6 5	– –	– –	†500 0 0	1,640 6 5
131 1 9	8 10 9	296 13 0	81 1 10	23 3 10	– –	2,692 4 4	– –	– –	5 15 0	2,697 19 4
111 0 8	28 19 10	172 8 0	52 2 8	41 3 11	– –	1,727 6 7	– –	95 17 7	– –	1,823 4 2
174 18 6	35 0 0	184 10 10	434 16 2	– –	68 7 3	3,685 17 7	– –	– –	– –	3,685 17 7
163 10 9	37 11 9	173 7 7	100 5 0	2 17 6	6 8 6	2,459 9 0	– –	– –	– –	2,459 9 0
64 14 1	12 17 7	134 19 4	12 0 0	28 16 3	3 15 0	1,411 0 10	92 12 4	– –	1 11 4	1,505 4 6
437 12 5	89 18 11	513 12 7	307 8 3	– –	63 11 11	5,813 12 4	– –	– –	– –	5,813 12 4
183 7 6	94 14 4	267 10 4	446 2 0	– –	82 19 2	5,339 3 6	– –	– –	– –	5,339 3 6
141 15 1	16 8 11	160 11 10	82 1 7	2 16 8	5 1 6	1,983 7 4	– –	– –	– –	1,983 7 4
59 7 0	22 17 9	178 3 2	467 10 0	11 16 5	54 10 0	2,495 8 4	– –	– –	– –	2,495 8 4
62 13 1	32 4 0	88 17 7	308 9 11	– –	‡115 10 0	4,188 4 3	– –	– –	103 15 0	4,176 9 3
35 8 8	31 7 6	115 8 10	26 1 2	– –	‡168 0 0	3,647 15 9	– –	– –	– –	3,479 15 9
32 9 7	15 0 0	88 7 4	122 0 8	– –	‡42 18 9	4,456 11 6	– –	– –	– –	4,413 12 9
24 0 3	15 0 0	238 13 7	81 13 1	– –	‡165 5 0	4,407 10 10	– –	172 12 5	– –	4,414 18 5
30 12 5	– –	20 17 9	98 7 7	– –	4 17 8	886 10 9	– –	– –	– –	886 10 9
4,169 18 10	1,196 3 7	7,408 0 3	5,081 5 1	831 14 0	1,209 15 4	99,920 9 9	223 7 11	890 16 0	1,071 11 6	101,614 11 5

borne by the students (*i.e.*, the difference between the actual cost of the board and lodging of students and the bursaries Education, 1864-5, p. xxxi.

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each NORMAL

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE AND IN THE					
			Tuition and other Expenses of Instruction. I.			Board, Fuel, and other Expenses of Keep. II.		
			£	s.	d.	£	s.	d.
For Masters only.	Bangor (British and Foreign School Society's)	30	607	6	6	598	6	1
	Battersea (National Society's)	80	1,366	17	7	2,210	4	1
	Borough Road (British and Foreign School Society's)	84	1,088	13	3	1,830	11	7
	Carmarthen (National Society's)	26	562	8	1	860	9	6
	Carnarvon (Church of England)	22	562	15	11	486	9	3
	Chelsea, St. Mark's (National Society's)	103	1,481	10	6	2,710	11	5
	Cheltenham (Church of England)	86	1,434	5	3	1,943	11	10
	Chester (Diocesan)	20	697	7	1	480	7	0
	Culham (Oxford Diocesan)	49	972	10	4	1,196	0	1
	Durham (Diocesan)	34	722	11	2	878	12	9
	Edinburgh (Scottish Episcopal)	13	330	3	6	389	13	3
	Exeter (Diocesan)	43	680	5	10	938	19	8
	Hammersmith (Roman Catholic)	30	459	10	11	1,249	17	1
	Peterborough (Church of England)	38	675	8	5	1,174	11	2
	Saltley (Worcester Diocesan)	76	1,346	17	4	1,735	6	11
	Winchester (Diocesan)	19	431	17	11	496	11	2
	York and Ripon (Diocesan)	51	779	19	1	1,494	16	10
		804*						
For Mistresses only.	Bishop's Stortford (Rochester Diocesan)	57	600	7	10	1,060	0	11
	Brighton (Chichester Diocesan)	46	382	9	9	826	16	3
	Bristol (Gloucester and Bristol and Oxford Diocesan)	78	614	10	0	1,050	4	6
	Cheltenham (Church of England)	59	655	11	0	876	12	8
	Derby (Lichfield Diocesan)	42	490	12	4	809	11	2
	Durham (Diocesan)	48	524	0	3	807	15	9
	Gray's Inn Road (Home and Colonial School Society's)	139	1,981	8	9	2,406	6	5
	Lincoln (Diocesan)	40	457	11	6	678	10	10
	Liverpool (Roman Catholic)	69	540	8	2	1,247	5	3
	Norwich (Diocesan)	45	489	18	10	840	4	10
	Salisbury (Diocesan)	62	513	16	11	928	17	8
	Stockwell (British and Foreign School Society's)	97	719	10	1	1,394	4	7
	Truro (Exeter Diocesan)	31	206	16	7	522	3	3
	Warrington (Chester Diocesan)	99	705	17	6	1,437	6	3
	Whitelands (National Society's)	109	1,321	12	1	1,621	5	2
	York and Ripon (Diocesan)	61	612	10	9	840	18	3
		1,082						
For both Masters and Mistresses.	Edinburgh (Church of Scotland)	111	1,388	7	10	2,285	1	7
	Edinburgh (Free Church)	118	1,628	3	6	2,492	13	6
	Glasgow (Church of Scotland)	96	1,345	1	2	2,083	6	2
	Glasgow (Free Church)	98	1,925	9	11	2,072	6	9
	Westminster (Wesleyan)	123	2,221	6	8	2,598	12	3
		546						

* The college at Chichester in 1865 contained only seven students. It is excluded

(No. 4.)

SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1865.

DITURE UNDER THREE HEADS, AGGREGATE.			AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.									PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS.		
Permanent Establishment Charges, &c. III.			Total.			I.			II.			III.			Total.			I.	II.	III.
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
205	8	3	1,411	0	10	20	4	11	19	18	10	6	16	11	47	0	8	43·05	42·40	14·55
786	9	0	4,363	10	8	17	1	9	27	12	7	9	16	7	54	10	11	31·33	50·65	18·02
766	12	9	3,685	17	7	12	19	3	21	15	10	9	2	6	43	17	7	29·54	49·66	20·80
215	11	9	1,638	9	4	21	12	7	33	1	11	8	5	10	63	0	4	34·32	52·52	13·16
88	18	9	1,138	3	11	25	11	8	22	2	3	4	0	10	51	14	9	49·45	42·74	7·81
1,036	12	6	5,228	14	5	14	7	8	26	6	4	10	1	3	50	15	3	28·33	51·84	19·83
545	0	5	3,922	17	6	16	13	6	22	12	0	6	6	9	45	12	3	36·56	49·55	13·89
210	18	9	1,388	12	10	34	17	4	24	0	4	10	10	11	69	8	7	50·22	34·59	15·19
449	15	4	2,618	5	9	19	16	11	24	8	2	9	3	7	53	8	8	37·14	45·68	17·18
311	16	0	1,912	19	11	21	5	0	25	16	10	9	3	5	56	5	3	37·77	45·93	16·30
166	14	0	886	10	9	25	7	11	29	19	6	12	16	6	68	3	11	37·24	43·95	18·81
312	18	3	1,932	3	9	15	16	5	21	16	9	7	5	6	44	18	8	35·21	48·60	16·19
273	19	4	1,983	7	4	15	6	4	41	13	3	9	2	8	66	2	3	23·17	63·02	13·81
391	2	10	2,241	2	5	17	15	6	30	18	2	10	5	10	58	19	6	30·14	52·41	17·45
710	13	1	3,792	17	4	17	14	5	22	16	8	9	7	0	49	18	1	35·51	45·76	18·73
211	17	4	1,140	6	5	22	14	8	26	2	8	11	3	0	60	0	4	37·88	43·54	18·58
417	8	5	2,692	4	4	15	5	10	29	6	3	8	3	8	52	15	9	28·97	55·53	15·50
			41,977	5	1							Average			52	4	2			
373	0	0	2,033	8	9	10	10	8	18	12	0	6	10	10	35	13	6	29·52	52·14	18·34
248	3	2	1,457	9	2	8	6	3	17	19	6	5	7	11	31	13	8	26·24	56·73	17·03
355	18	6	2,020	13	0	7	17	7	13	9	3	4	11	3	25	18	1	30·42	51·97	17·61
493	16	11	2,026	0	7	11	2	2	14	17	2	8	7	5	34	6	9	32·35	43·27	24·38
199	2	9	1,499	6	3	11	13	7	19	5	6	4	14	10	35	13	11	32·72	54·00	13·28
198	16	8	1,530	12	8	10	18	4	16	16	7	4	2	10	31	17	9	34·23	52·78	12·99
951	8	4	5,339	3	6	14	5	1	17	6	3	6	16	11	38	8	3	37·11	45·07	17·82
106	9	0	1,242	11	4	11	8	9	16	19	3	2	13	3	31	1	3	36·82	54·61	8·57
707	14	11	2,495	8	4	7	16	8	18	1	6	10	5	2	36	3	4	21·66	49·98	28·36
204	3	4	1,534	7	0	10	17	9	18	13	5	4	10	9	34	1	11	31·93	54·76	13·31
206	13	9	1,649	8	4	8	5	9	14	19	8	3	6	8	26	12	1	31·15	56·32	12·53
345	14	4	2,459	9	0	7	8	4	14	7	6	3	11	3	25	7	1	29·25	56·70	14·05
92	16	2	821	16	0	6	13	5	16	16	11	2	19	10	26	10	2	25·17	63·55	11·28
526	17	4	2,670	1	1	7	2	7	14	10	5	5	6	5	26	19	5	26·43	53·85	19·72
924	3	7	3,867	0	10	12	2	6	14	17	6	8	9	7	35	9	7	34·17	41·93	23·90
273	17	7	1,727	6	7	10	0	10	13	15	9	4	9	9	28	6	4	35·46	48·69	15·85
			34,374	2	5							Average			31	15	4			
514	14	10	4,188	4	3	12	10	2	20	11	9	4	12	9	37	14	8	33·15	54·56	12·29
335	14	6	4,456	11	6	13	15	11	21	2	6	2	16	11	37	15	4	36·53	55·94	7·53
219	8	5	3,647	15	9	14	0	3	21	14	0	2	5	8	37	19	11	36·88	57·11	6·01
409	14	2	4,407	10	10	19	13	0	21	2	11	4	3	7	44	19	6	43·69	47·02	9·29
993	13	5	5,813	12	4	18	1	2	21	2	6	8	1	7	47	5	3	38·21	44·70	17·09
			22,513	14	8							Average			41	4	8			

therefore, from the calculation of these averages, which it would render inaccurate.

(No. 5.)

(A.)—Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas 1865.

Denomination.	Males.									Females.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England - -	328	43	371	160	165	325	29	17	46	569	68	637	237	292	529	78	30	108
Scottish Episcopal Church -	4	1	5	2	3	5	—	—	—	12	1	13	7	4	11	2	—	2
British and Wesleyan -	84	19	103	41	51	92	4	7	11	101	10	111	37	52	89	16	6	22
Roman Catholic -	12	2	14	2	8	10	2	2	4	52	1	53	18	25	43	10	—	10
Church of Scotland - -	55	15	70	41	15	56	2	12	14	41	20	61	31	18	49	2	10	12
Free Church (Scotland) -	28	17	45	28	5	33	1	11	12	38	34	72	46	18	64	—	8	8
Total - -	511	97	608	274	247	521	38	49	87	813	134	947	376	409	785	108	54	162

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1865.

ENGLAND AND WALES.

Males.

Normal School.	First Year.						Second Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	12	—	3	9	—	—	12	3	5	4	—	—
Battersea	42	7	20	15	—	—	37	12	15	10	—	—
Borough Road	35	6	15	14	—	—	44	14	18	12	—	—
Carmarthen	7	—	2	3	—	2	13	1	3	9	—	—
Carnarvon	10	—	1	9	—	—	9	—	5	3	—	1
Chelsea	50	—	14	33	1	2	52	12	17	22	1	—
Cheltenham	33	5	7	20	—	1	52	7	25	17	2	1
Chester	8	1	—	6	1	—	11	2	8	1	—	—
Chichester	3	—	—	1	1	1	4	—	2	1	1	—
Culham	22	2	4	13	1	2	11	1	5	5	—	—
Durham	17	1	4	10	—	2	15	1	5	9	—	—
Exeter	20	1	3	14	2	—	21	3	4	13	1	—
Hammersmith	20	—	2	18	—	—	10	1	4	5	—	—
Peterborough	15	1	1	10	2	1	22	3	7	11	1	—
Saltley	38	5	13	18	2	—	35	4	11	17	3	—
Westminster	30	1	6	21	2	—	29	3	22	4	—	—
Winchester	12	2	3	7	—	—	6	3	3	—	—	—
York	28	2	3	20	1	2	22	1	10	10	1	—
Total	402	34	101	241	13	13	405	71	169	153	10	2

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1865—*continued.*

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop's Stortford	26	2	12	12	—	—	31	5	17	9	—	—
Brighton	22	1	8	12	1	—	24	4	12	8	—	—
Bristol	36	4	14	16	—	2	39	5	20	14	—	—
Cheltenham	29	—	11	14	2	2	29	5	15	9	—	—
Derby	23	2	7	13	1	—	19	7	8	4	—	—
Durham	31	2	5	19	4	1	14	3	5	6	—	—
Home and Colonial	91	25	39	26	—	1	48	19	25	4	—	—
Lincoln	18	2	8	7	1	—	19	7	8	4	—	—
Liverpool	39	7	13	19	—	—	29	8	16	5	—	—
Norwich	21	3	8	10	—	—	19	5	10	4	—	—
Ripon	36	4	12	16	3	1	25	8	8	9	—	—
Salisbury	27	4	12	7	3	1	33	13	17	3	—	—
Stockwell	45	12	11	20	1	1	46	26	19	1	—	—
Truro	19	1	9	8	1	—	8	1	5	2	—	—
Warrington	51	7	16	26	2	—	46	7	11	27	1	—
Westminster	31	6	6	19	—	—	29	4	20	5	—	—
Whitelands	54	13	24	16	1	—	53	21	26	6	—	—
Total	599	95	215	260	20	9	511	148	242	120	1	—

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1865—*continued.*

SCOTLAND.

MALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	33	4	15	8	—	6	25	10	13	2	—	—
Edinburgh (Episcopal Church) -	8	1	4	3	—	—	4	2	1	1	—	—
Edinburgh (Free Church) -	26	4	12	8	2	—	29	8	13	6	1	1
Glasgow (Church of Scotland) -	24	4	15	5	—	—	24	6	15	3	—	—
Glasgow (Free Church) - -	21	1	6	13	—	1	23	5	16	2	—	—
Total - -	112	14	52	37	2	7	105	31	58	14	1	1

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	26	5	8	11	1	1	27	7	17	3	—	—
Edinburgh (Free Church) -	30	7	15	8	—	—	27	6	20	1	—	—
Glasgow (Church of Scotland) -	25	2	11	12	—	—	20	4	12	4	—	—
Glasgow (Free Church) - -	31	6	13	8	—	4	21	5	11	5	—	—
Total - -	112	20	47	39	1	5	95	22	60	13	—	—

(No. 6.)

Tabulated Results of Examination, Christmas 1865.

Per-centage in each Subject of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the First Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair	Excellent or Good.	Fair.
Bangor	12	—	—	—	—	41·66	41·66	25·00	33·33	41·66	25·00	8·33	50·00	—	25·00	33·33	41·66
Battersea	42	28·57	50·00	47·62	50·00	30·95	40·48	11·91	50·00	19·04	57·14	2·38	64·28	11·91	85·71	40·48	45·23
Borough Road	35	—	—	—	—	22·86	40·00	20·00	42·85	60·00	37·14	20·00	65·71	20·00	65·71	51·43	45·72
Carmarthen	7	14·29	14·29	—	42·86	14·29	—	14·29	28·57	—	14·29	—	14·29	—	42·86	14·29	71·43
Carnarvon	10	10·00	40·00	20·00	70·00	—	—	—	60·00	—	10·00	—	—	—	80·00	30·00	70·00
Chelsea	50	8·00	48·00	32·00	50·00	2·00	14·00	2·00	40·00	10·00	46·00	4·00	60·00	8·00	68·00	14·00	60·00
Cheltenham	33	12·12	39·39	48·48	48·48	36·36	36·36	21·21	51·51	15·15	33·33	3·03	39·39	12·12	78·78	12·12	78·78
Chester	8	—	25·00	37·50	50·00	—	50·00	37·50	37·50	—	25·00	—	—	—	—	37·50	62·50
Chichester	3	—	66·66	33·33	33·33	—	33·33	—	33·33	—	—	—	—	—	—	—	33·33
Culham	22	4·54	45·45	50·00	40·90	13·63	27·27	—	45·45	18·18	50·00	4·54	45·45	—	95·45	—	63·63
Durham	17	17·65	41·17	—	47·05	5·88	11·76	17·65	41·17	—	58·82	—	41·17	—	70·58	17·65	64·70
Edinburgh (Church of Scotland)	33	81·81	15·15	39·39	45·45	15·15	27·27	9·09	27·27	12·12	54·54	9·09	45·45	69·69	12·12	54·54	42·42
,, (Episcopal Church)	8	12·50	87·50	25·00	75·00	12·50	25·00	—	37·50	37·50	50·00	—	75·00	—	75·00	100·00	—
,, (Free Church)	26	57·69	42·31	34·61	61·53	11·53	26·92	19·23	42·31	15·38	61·53	15·38	53·85	26·92	57·69	96·15	3·84
Exeter	20	5·00	45·00	45·00	55·00	15·00	35·00	10·00	20·00	10·00	55·00	5·00	65·00	5·00	70·00	10·00	55·00
Glasgow (Church of Scotland)	24	100·00	—	50·00	50·00	8·33	45·83	29·16	45·83	20·83	66·66	—	75·00	45·83	29·16	62·50	37·50
,, (Free Church)	21	28·56	66·66	15·79	78·95	4·76	33·33	23·80	57·14	9·52	61·90	—	42·86	14·28	71·43	52·39	38·09
Hammersmith	20	—	—	—	—	20·00	30·00	5·00	25·00	—	35·00	—	35·00	15·00	75·00	35·00	55·00
Peterborough	15	—	33·33	20·00	66·66	—	20·00	—	13·33	13·33	26·66	—	40·00	—	73·33	20·00	53·33
Saltley	38	18·41	52·63	60·52	36·84	21·05	28·94	10·52	39·47	23·68	47·36	—	71·04	5·26	73·67	13·15	63·15
Westminster	30	—	—	—	—	43·33	40·00	20·00	43·33	10·00	50·00	—	56·66	—	80·00	13·33	73·33
Winchester	12	—	50·00	33·33	58·33	25·00	41·66	16·66	58·33	8·33	66·66	8·33	75·00	—	66·66	16·66	66·66
York	28	7·14	21·43	53·57	28·57	3·57	14·29	10·71	32·14	7·14	7·14	—	14·29	17·85	75·00	14·29	67·85
Average per-centage	—	21·38	41·26	34·01	52·05	15·12	28·83	13·21	39·36	14·43	40·83	3·48	44·76	10·95	61·79	32·12	51·88

Tabulated Results of Examination, Christmas 1865—*Male Students of the First Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Euclid.		Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	66·66	25·00	50·00	33·33	—	16·66	—	33·33	16·66	83·33	—	100·00	33·33	41·66
Battersea	42	92·85	4·76	—	92·85	19·04	57·14	4·76	71·43	28·57	69·05	9·52	83·33	33·33	42·85
Borough Road	35	71·43	22·86	42·85	42·85	14·29	40·00	8·57	60·00	34·29	54·29	11·76	58·82	48·57	25·71
Carmarthen	7	100·00	—	28·57	57·14	—	28·57	14·29	42·86	14·29	57·14	—	42·86	—	50·00
Carnarvon	10	80·00	20·00	20·00	70·00	—	—	—	40·00	20·00	80·00	—	30·00	12·50	12·50
Chelsea	50	82·00	10·00	34·00	60·00	—	16·00	4·00	50·00	26·00	62·00	4·00	64·00	22·00	48·00
Cheltenham	33	84·84	12·12	36·36	60·60	9·09	18·18	—	21·21	27·27	48·48	—	78·78	25·00	46·88
Chester	8	75·00	25·00	—	100·00	—	25·00	—	12·50	12·50	75·00	—	75·00	85·71	14·29
Chichester	3	100·00	—	—	33·33	—	—	—	33·33	33·33	66·66	—	66·66	66·66	—
Culham	22	81·81	18·18	9·09	77·27	4·54	18·18	—	18·18	36·36	45·45	4·54	90·90	54·55	27·27
Durham	17	88·22	5·88	5·88	94·11	—	11·76	—	70·58	5·88	88·22	—	47·05	6·66	40·00
Edinburgh (Church of Scotland)	33	78·78	9·09	66·66	30·30	—	33·33	—	51·51	33·33	54·54	—	60·60	4·54	36·36
„ (Episcopal Church)	8	75·00	12·50	—	87·50	—	25·00	—	62·50	—	75·00	—	100·00	25·00	25·00
„ (Free Church)	26	80·77	19·23	15·38	76·92	—	30·77	—	23·08	26·92	57·69	—	69·23	4·54	36·36
Exeter	20	80·00	10·00	—	85·00	—	5·00	—	90·00	10·00	65·00	5·00	55·00	10·00	35·00
Glasgow (Church of Scotland)	24	91·66	8·33	50·00	45·83	—	12·50	4·16	58·33	16·66	50·00	—	91·66	29·16	45·83
„ (Free Church)	21	95·24	4·76	33·33	52·39	—	9·52	—	19·04	9·52	80·95	—	55·00	—	50·00
Hammersmith	20	90·00	10·00	60·00	40·00	—	5·00	—	30·00	5·00	70·00	5·00	75·00	10·53	31·58
Peterborough	15	60·00	33·33	13·33	73·33	—	26·66	—	46·66	20·00	46·66	—	100·00	26·66	60·00
Saltley	38	86·84	5·26	15·78	78·95	2·63	31·57	2·63	47·36	36·84	57·89	—	76·30	8·33	33·33
Westminster	30	90·00	10·00	53·33	36·66	6·66	23·33	3·33	53·33	13·33	63·33	10·00	63·33	20·69	20·69
Winchester	12	91·66	8·33	16·66	75·00	8·33	25·00	8·33	50·00	25·00	50·00	—	91·66	16·66	33·33
York	28	82·14	10·71	32·14	60·71	—	14·29	3·57	21·43	21·43	64·29	—	78·57	38·09	47·61
Average per-centage	—	83·69	12·41	25·36	63·66	2·81	20·59	2·33	43·77	20·57	63·69	2·17	71·90	25·33	34·97

Tabulated Results of Examination, Christmas 1865—*continued.*

MALE STUDENTS OF THE SECOND YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	—	—	—	—	41·66	16·66	16·66	58·33	25·00	25·00	25·00	50·00	—	83·33	41·66	41·66
Battersea	37	70·27	27·03	45·94	54·05	37·83	40·54	10·81	54·05	8·11	56·76	8·11	72·97	32·44	43·24	43·24	43·24
Borough Road	44	—	—	—	—	40·91	40·91	13·64	40·91	11·37	52·27	15·91	70·45	6·82	59·09	45·45	45·45
Carmarthen	13	53·84	30·77	—	76·92	23·07	38·46	—	30·77	—	30·77	7·69	84·61	7·69	84·61	38·46	46·15
Carnarvon	9	22·22	11·11	11·11	77·77	—	22·22	11·11	66·66	—	55·55	—	77·77	11·11	66·66	—	55·55
Chelsea, St. Mark's	52	82·69	11·54	30·77	67·31	13·46	28·85	26·92	36·54	5·77	42·31	23·08	50·00	21·15	50·00	42·31	48·08
Cheltenham	52	19·23	40·38	28·85	67·31	51·92	32·69	19·23	32·69	—	50·00	9·62	65·38	26·92	46·15	17·31	65·38
Chester	11	18·18	36·36	18·18	81·81	9·09	45·45	36·36	45·45	9·09	27·27	—	54·54	9·09	90·90	—	100·00
Chichester	4	—	75·00	—	100·00	—	25·00	—	25·00	—	25·00	25·00	50·00	—	75·00	25·00	50·00
Culham	11	90·90	9·09	—	100·00	—	72·72	—	45·45	36·36	63·63	27·27	72·72	9·09	54·54	9·09	45·45
Durham	15	80·00	20·00	13·33	80·00	—	40·00	—	40·00	6·66	33·33	40·00	40·00	20·00	40·00	13·33	46·66
Edinburgh (Church of Scotland)	25	96·00	4·00	72·00	24·00	32·00	36·00	28·00	44·00	8·00	52·00	8·00	60·00	76·00	24·00	80·00	20·00
„ (Episcopal Church)	4	25·00	50·00	25·00	75·00	25·00	50·00	25·00	50·00	—	75·00	—	75·00	75·00	25·00	75·00	25·00
„ (Free Church)	29	65·51	34·48	31·03	62·06	3·45	27·59	10·34	24·14	3·45	37·93	6·90	51·72	48·28	41·38	100·00	—
Exeter	21	57·14	33·33	19·04	80·95	9·52	9·52	9·52	33·33	—	66·66	4·76	57·14	4·76	38·09	28·56	57·14
Glasgow (Church of Scotland)	24	91·66	8·33	100·00	—	16·66	45·83	12·59	45·83	4·16	45·83	4·16	70·83	45·83	45·83	79·16	20·83
„ (Free Church)	23	56·52	43·48	34·78	65·22	17·39	52·17	26·09	47·83	—	47·83	8·70	73·92	4·35	91·30	86·96	13·04
Hammersmith	10	—	—	—	—	50·00	20·00	10·00	90·00	10·00	50·00	—	30·00	20·00	70·00	30·00	70·00
Peterborough	22	13·63	27·27	—	90·90	4·54	31·82	13·63	40·90	9·09	36·36	9·09	63·63	—	45·45	13·63	50·00
Saltley	35	25·71	34·29	14·29	68·57	37·14	28·57	17·15	42·85	5·71	51·43	17·15	54·29	11·43	40·00	8·57	68·57
Westminster	29	—	—	—	—	48·28	37·93	17·24	48·28	3·45	31·03	10·34	82·75	—	65·51	20·69	72·41
Winchester	6	100·00	—	33·33	66·66	—	50·00	16·66	50·00	16·66	66·66	16·66	83·33	33·33	66·66	33·33	66·66
York	22	36·36	9·09	—	86·36	9·09	13·63	—	68·18	4·54	31·82	4·54	63·63	4·54	54·55	9·09	90·90
Average per-centage	—	52·89	26·61	25·14	69·73	20 48	35·07	13·95	46·14	7·28	45·85	11·83	63·25	20·34	56·58	36·56	49·66

Tabulated Results of Examination, Christmas 1865—*Male Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Euclid.		Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	58·33	41·66	83·33	16·66	—	50·00	66·66	25·00	—	58·33	—	83·33	8·33	58·33	41·66	50·00
Battersea	37	100·00	—	5·40	70·27	—	48·65	43·24	43·24	10·81	54·05	10·81	78·38	18·92	45·94	32·44	51·35
Borough Road	44	79·54	18·18	63·63	27·27	4·54	45·45	54·55	36·36	9·09	56·82	—	81·50	38·64	38·64	38·64	43·18
Carmarthen	13	100·00	—	23·07	76·92	—	46·15	15·38	46·15	—	30·77	7·69	69·23	25·00	50·00	7·69	69·23
Carnarvon	9	88·88	11·11	—	77·77	—	11·11	55·55	33·33	—	77·77	—	77·77	14·29	57·14	44·44	33·33
Chelsea, St. Mark's	52	100·00	—	5·77	73·08	—	25·00	36·54	42·31	7·69	32·69	3·85	71·15	26·92	40·38	25·00	50·00
Cheltenham	52	98·08	1·92	7·69	65·38	—	55·77	30·77	36·54	15·69	64·71	—	61·54	16·00	56·00	34·62	53·85
Chester	11	100·00	—	54·54	45·45	—	27·27	27·27	36·36	—	90·90	—	90·90	54·54	45·45	18·18	54·54
Chichester	4	75·00	25·00	—	25·00	—	50·00	25·00	25·00	—	50·00	—	100·00	50·00	—	50·00	25·00
Culham	11	100·00	—	—	72·72	—	45·45	9·09	81·81	—	54·54	—	90·90	27·27	54·54	—	72·72
Durham	15	100·00	—	20·00	53·33	—	6·66	20·00	33·33	6·66	46·66	—	46·66	21·43	42·85	20·00	53·33
Edinburgh (Church of Scotland)	25	96·00	4·00	44·00	56·00	—	32·00	24·00	60·00	—	60·00	4·00	72·00	37·50	31·25	80·00	20·00
„ (Episcopal Church)	4	100·00	—	—	100·00	—	25·00	25·00	50·00	—	100·00	—	25·00	—	100·00	75·00	25·00
„ (Free Church)	29	100·00	—	34·48	58·62	—	31·03	20·69	48·28	—	51·72	—	89·65	16·66	33·33	82·75	17·24
Exeter	21	100·00	—	9·52	76·19	—	14·28	47·61	47·61	—	33·33	—	76·19	—	38·09	42·86	47·61
Glasgow (Church of Scotland)	24	95·83	4·16	83·33	16·66	—	8·33	33·33	50·00	—	62·50	—	87·50	10·00	55·00	70·83	29·16
„ (Free Church)	23	100·00	—	65·22	30·43	—	13·04	39·13	52·17	8·70	56·52	4·35	91·30	10·53	63·16	78·26	21·74
Hammersmith	10	100·00	—	80·00	20·00	—	10·00	10·00	40·00	—	30·00	—	70·00	10·00	60·00	30·00	70·00
Peterborough	22	100·00	—	22·73	45·45	4·54	50·00	59·09	31·82	4·54	40·90	9·09	81·81	13·63	50·00	27·27	50·00
Saltley	35	97·14	2·86	5·71	65·71	2·86	34·29	31·43	54·29	2·86	60·00	—	54·29	12·12	45·45	31·43	62·86
Westminster	29	72·41	27·59	89·65	10·34	—	3·45	24·14	55·17	6·90	68·97	10·34	82·75	20·69	62·06	34·48	65·51
Winchester	6	100·00	—	16·66	66·66	—	66·66	16·66	83·33	—	66·66	16·66	83·33	16·66	66·66	33·33	66·66
York	22	100·00	—	4·54	77·27	4·54	31·82	27·27	54·55	20·00	40·00	—	77·27	45·45	45·45	40·90	50·00
Average per-centage	—	93·97	5·93	31·27	49·31	0·72	31·80	32·28	46·38	4·04	55·99	2·90	75·76	21·50	49·55	40·86	47·06

Tabulated Results of Examination, Christmas 1865—*continued.*

FEMALE STUDENTS OF THE FIRST YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford - -	26	15·38	53·85	50·00	50·00	15·38	84·61	11·53	61·53	7·69	53·85	15·38	76·92	65·38	30·77
Brighton - - - -	22	9·09	31·82	50·00	50·00	9·09	63·63	9·09	45·45	—	27·27	9·09	63·63	45·45	40·90
Bristol - - - -	36	16·66	44·44	66·66	33·33	5·55	72·22	11·11	50·00	2·77	27·77	38·88	55·55	50·00	33·33
Cheltenham - - -	29	17·24	37·93	41·38	58·62	24·14	37·93	3·45	37·93	6·90	34·48	37·93	51·72	44·83	37·93
Derby - - - -	23	13·04	43·48	78·26	21·74	26·09	52·17	—	34·78	4·35	30·43	47·83	52·17	39·13	43·48
Durham - - - -	31	9·68	32·26	51·62	45·16	6·46	38·71	—	16·12	—	16·12	29·03	64·52	32·26	29·03
Edinburgh (Church of Scotland)	26	42·31	38·46	38·46	46·15	—	57·69	15·38	38·46	15·38	34·61	34·61	50·00	80·77	19·23
„ (Free Church) -	30	56·66	26·66	53·33	40·00	10·00	63·33	13·33	43·33	26·66	23·33	20·00	66·66	100·00	—
Glasgow (Church of Scotland) -	25	40·00	56·00	40·00	52·00	—	76·00	—	28·00	—	20·00	—	88·00	76·00	24·00
„ (Free Church) - -	31	32·26	41·94	—	16·12	6·46	38·71	16·12	29·03	25·80	41·94	9·68	38·71	87·09	12·90
Home and Colonial - -	91	13·19	43·96	56·04	43·96	18·68	63·74	16·48	57·14	17·58	30·77	53·85	42·86	61·54	27·47
Lincoln - - - -	18	16·66	33·33	61·11	38·88	5·55	77·77	—	55·55	5·55	61·11	5·55	83·33	55·55	33·33
Liverpool - - - -	39	—	—	—	—	5·13	71·79	12·82	69·23	2·56	33·33	28·21	64·10	56·41	41·02
Norwich - - - -	21	9·52	28·56	71·43	28·56	33·33	57·14	14·28	23·80	—	28·56	23·80	71·43	61·90	38·09
Ripon - - - -	36	8·33	41·66	41·66	58·33	11·11	52·77	2·77	30·55	13·88	50·00	11·11	77·77	61·11	25·00
Salisbury - - - -	27	7·41	44·44	48·15	51·85	14·81	81·48	7·41	29·63	3·70	22·22	29·63	59·26	55·55	25·93
Stockwell - - - -	45	—	—	—	—	13·33	46·66	15·55	66·66	17·77	37·77	22·22	75·55	37·77	53·33
Truro - - - -	19	10·53	52·63	42·10	57·89	10·53	68·42	—	52·63	5·26	21·05	26·31	63·16	42·10	52·63
Warrington - - -	51	11·66	41·18	70·59	27·45	7·84	78·43	3·92	54·90	5·88	21·57	17·65	70·59	54·90	41·18
Westminster - - -	31	—	—	—	—	6·46	48·38	12·90	48·38	12·90	45·16	12·90	61·29	51·62	45·16
Whitelands - - -	54	22·22	38·89	62·96	35·18	9·26	70·37	9·26	62·96	24·08	42·60	44·45	51·85	38·89	31·48
Average per-centage -	—	19·55	40·64	51·32	41·96	11·39	62·00	8·35	44·57	9·46	33·52	24·67	63·29	57·06	32·67

Tabulated Results of Examination, Christmas 1865—*Female Students of the First Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Needlework.		Domestic Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford	26	76·92	23·08	23·08	61·53	—	34·61	3·84	69·23	23·08	50·00	53·85	46·15	—	7·69
Brighton	22	77·27	22·73	18·18	68·18	4·54	54·55	—	13·63	54·55	31·82	54·55	40·90	—	18·18
Bristol	36	69·44	30·55	25·00	50·00	—	19·44	—	13·88	13·88	52·77	63·88	33·33	3·12	12·50
Cheltenham	29	48·28	51·72	13·79	51·72	—	41·38	—	3·45	3·45	20·69	48·28	51·72	3·45	6·90
Derby	23	78·26	21·74	8·70	73·92	4·35	52·17	—	39·13	34·78	39·13	47·83	52·17	—	—
Durham	31	48·38	51·62	25·80	64·52	3·23	41·94	—	19·35	6·46	38·71	61·29	29·03	3·23	12·90
Edinburgh (Church of Scotland)	26	96·15	3·84	19·23	80·77	7·69	53·85	—	19·23	3·84	42·31	61·53	38·46	4·16	12·50
„ (Free Church)	30	90·00	10·00	10·00	80·00	6·66	63·33	—	13·33	10·00	50·00	26·66	60·00	3·33	30·00
Glasgow (Church of Scotland)	25	92·00	—	36·00	64·00	—	16·00	—	8·00	28·00	40·00	56·00	40·00	—	26·09
„ (Free Church)	31	77·42	16·12	35·48	45·16	—	25·80	—	16·12	48·38	38·71	51·62	41·94	—	26·09
Home and Colonial	91	70·33	28·57	56·04	38·46	—	20·88	1·10	47·25	59·34	27·47	60·44	39·56	—	14·44
Lincoln	18	66·66	33·33	11·11	72·22	5·55	44·44	—	44·44	33·33	55·55	55·55	38·88	—	5·88
Liverpool	39	71·79	25·64	53·85	46·15	—	74·35	—	61·53	35·90	46·15	56·41	43·59	—	—
Norwich	21	66·66	33·33	19·04	76·19	—	14·28	—	4·76	33·33	42·86	42·86	57·14	—	9·52
Ripon	36	80·55	19·44	22·22	58·33	—	25·00	—	19·44	13·88	44·44	55·55	44·44	3·03	12·12
Salisbury	27	55·55	37·03	40·74	51·85	—	44·44	—	33·33	42·31	38·46	37·03	59·26	—	29·63
Stockwell	45	95·55	4·44	66·66	31·11	6·66	53·33	2·22	35·55	33·33	31·11	77·77	22·22	8·88	22·25
Truro	19	57·89	42·10	5·26	63·16	5·26	42·10	—	47·37	63·16	36·84	52·63	47·37	—	5·55
Warrington	51	66·66	33·33	15·69	68·63	3·92	64·71	—	39·22	33·33	45·10	78·43	21·57	2·04	18·36
Westminster	31	80·64	12·90	38·71	58·06	3·23	64·52	3·23	19·35	38·71	48·38	70·97	29·03	—	3·23
Whitelands	54	66·66	33·33	40·74	53·70	5·56	59·26	—	44·45	53·70	35·18	48·15	51·85	1·85	9·26
Average per-centage	—	73·00	25·47	27·87	59·89	2·70	43·35	0·49	29·14	31·75	40·75	55·30	42·31	1·58	13·48

Tabulated Results of Examination, Christmas 1865—*continued.*

Female Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.		Spelling.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford	31	22·58	74·19	12·90	80·64	32·26	22·58	70·97	29·03	58·06	41·94	—	38·71	70·97	19·35	74·19	25·80
Brighton	24	20·83	75·00	20·83	79·16	45·83	20·83	54·16	45·83	83·33	16·66	16·66	33·33	41·66	50·00	83·33	12·50
Bristol	39	10·25	84·61	17·95	76·92	41·02	38·46	35·90	64·10	41·02	53·85	5·13	56·41	53·85	41·02	71·79	25·64
Cheltenham	29	24·14	72·41	24·14	68·97	41·38	31·03	31·03	68·97	86·21	10·34	24·14	55·17	44·83	34·48	65·51	27·59
Derby	19	31·58	63·16	42·10	57·89	63·16	26·31	26·31	68·42	36·84	57·89	21·05	68·42	31·58	36·84	73·68	26·31
Durham	14	21·43	71·42	21·43	78·56	28·57	50·00	42·85	42·85	64·28	28·57	14·29	42·85	35·72	42·85	78·56	7·14
Edinburgh (Church of Scotland)	27	48·15	48·15	53·85	38·46	25·93	33·33	7·41	88·88	7·41	88·88	25·93	66·66	96·29	3·70	100·00	—
„ (Free Church)	27	85·19	14·81	48·15	37·03	22·22	37·03	11·11	62·96	11·11	74·07	48·15	48·15	100·00	—	92·59	7·41
Glasgow (Church of Scotland)	20	40·00	40·00	55·00	20·00	20·00	40·00	—	100·00	15·00	85·00	—	35·00	95·00	5·00	100·00	—
„ (Free Church)	21	47·61	42·86	10·00	45·00	23·80	47·61	4·76	85·71	4·76	66·66	4·76	47·61	95·24	4·76	90·47	9·52
Home and Colonial	48	27·08	62·50	35·42	62·50	72·92	20·83	22·92	77·08	77·08	22·92	22·92	68·75	75·00	20·83	75·00	25·00
Lincoln	19	31·58	63·16	31·58	68·42	26·31	36·84	15·79	78·95	84·21	10·53	31·58	52·63	52·63	26·31	63·16	36·84
Liverpool	29	—	—	—	—	27·59	44·83	27·59	72·41	93·10	6·90	34·48	55·17	62·06	37·93	89·65	10·34
Norwich	19	21·05	73·68	15·79	78·95	52·63	36·84	5·26	94·74	57·89	42·10	15·79	52·63	47·37	47·37	89·47	10·53
Ripon	25	20·00	72·00	40·00	60·00	20·00	64·00	32·00	68·00	76·00	24·00	8·00	64·00	56·00	40·00	80·00	16·00
Salisbury	33	24·24	63·63	15·15	81·81	42·42	51·51	9·09	87·87	66·66	33·33	21·21	72·72	54·54	39·39	66·66	33·33
Stockwell	46	—	—	—	—	32·61	36·95	39·13	60·87	82·61	17·39	47·83	52·17	76·09	23·91	97·83	2·17
Truro	8	25·00	62·50	37·50	62·50	12·50	62·50	25·00	75·00	87·50	12·50	12·50	50·00	12·50	87·50	87·50	12·50
Warrington	46	21·74	76·09	8·70	86·95	21·74	45·65	15·22	80·43	43·48	54·35	4·35	34·78	60·87	28·27	71·74	26·09
Westminster	29	—	—	—	—	17·24	48·28	34·48	62·06	34·48	62·06	20·69	51·72	37·93	62·06	79·31	17·24
Whitelands	53	24·53	67·93	7·55	92·45	58·49	30·19	11·32	84·91	94·34	5·66	20·75	60·38	86·79	11·32	94·34	3·77
Average per-centage	—	30·39	62·67	27·67	65·34	34·70	39·31	24·87	71·38	57·40	38·84	19·06	52·73	61·28	31·57	82·13	15·99

Tabulated Results of Examination, Christmas 1865—*Female Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	Penmanship.		History.		Geography.		Needlework.		Domestic Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford	31	12·90	54·84	16·12	64·52	6·46	29·03	25·80	61·29	41·94	58·06	20·00	63·33	54·84	35·48
Brighton	24	—	75·00	8·33	66·66	4·16	25·00	—	66·66	29·16	70·83	12·50	37·50	50·00	41·66
Bristol	39	10·25	58·97	2·56	71·79	5·13	30·77	17·95	66·66	43·59	56·41	5·71	37·14	48·72	38·46
Cheltenham	29	13·79	62·06	—	93·10	6·90	24·14	17·24	62·06	20·69	79·31	10·34	34·48	51·72	44·83
Derby	19	31·58	63·16	5·26	63·16	—	15·79	36·84	57·89	42·10	57·89	15·79	63·16	52·63	31·58
Durham	14	14·29	35·72	7·14	78·56	—	50·00	21·43	64·28	—	78·56	7·14	28·57	50·00	35·72
Edinburgh (Church of Scotland)	27	48·15	48·15	—	66·66	—	11·11	7·41	81·48	7·41	74·07	17·39	21·74	85·19	14·81
„ (Free Church)	27	3·70	85·19	29·63	62·96	3·70	14·81	25·93	74·07	25·93	70·37	4·00	20·00	96·29	3·70
Glasgow (Church of Scotland)	20	70·00	30·00	5·00	60·00	—	10·00	30·00	65·00	—	55·00	5·26	63·16	65·00	35·00
„ (Free Church)	21	23·80	66·66	15·00	75·00	—	19·04	76·19	23·80	14·28	71·43	—	38·09	80·95	19·04
Home and Colonial	48	6·25	75·00	6·25	79·17	12·50	31·25	79·17	20·83	58·33	41·66	10·64	42·55	39·58	37·50
Lincoln	19	10·53	68·42	10·53	68·42	5·26	42·10	31·58	63·16	26·31	73·68	5·55	50·00	47·37	42·10
Liverpool	29	48·28	51·72	13·79	86·21	10·34	37·93	55·17	41·38	17·24	82·75	—	17·65	44·83	55·17
Norwich	19	5·26	68·42	—	78·95	—	21·05	68·42	31·58	31·58	68·42	5·26	—	63·16	15·79
Ripon	25	16·00	64·00	24·00	72·00	—	24·00	8·00	76·00	28·00	64·00	8·00	24·00	56·00	32·00
Salisbury	33	6·06	33·33	18·18	75·75	12·12	45·45	84·84	15·15	21·21	78·78	19·35	51·62	63·63	30·30
Stockwell	46	41·31	54·35	15·22	84·78	4·35	28·27	67·39	28·27	28·27	67·39	23·91	21·74	52·17	47·83
Truro	8	—	25·00	12·50	87·50	—	12·50	100·00	—	12·50	87·50	—	37·50	25·00	50·00
Warrington	46	4·35	54·35	6·52	93·48	—	28·27	2·17	47·83	17·39	78·27	19·57	32·61	45·65	23·91
Westminster	29	65·51	34·48	—	34·48	10·34	24·14	55·17	37·93	34·48	65·51	—	3·45	27·59	65·51
Whitelands	53	11·32	66·04	9·43	86·79	1·89	28·30	54·72	43·40	35·85	62·26	5·66	43·40	43·40	41·51
Average per-centage	—	21·11	55·95	9·78	73·81	3·96	26·33	41·21	48·99	25·54	68·67	9·34	34·84	54·46	35·33

REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. MORGAN COWIE, *late Fellow of St. John's College, Cambridge, on the* NORMAL SCHOOLS *for training Schoolmasters, in connexion with the* CHURCH OF ENGLAND.

MY LORDS,

THE chief part of my time during the year 1865 was employed in the inspection of the Church of England Schools for training masters. Inspection of these schools and examination of the students occupied from May till December. In the earlier part of the year I am engaged in inspecting elementary schools in Marylebone, Westminster, and St. Giles-in-the-Fields.

In each case Her Majesty's Inspector of Church of England schools in the district, in which the normal school is situated, joins in the inspection of the normal school, unless hindered by pressing engagements; so that I have the advantage of the advice and experience of several of my colleagues, which are specially valuable from the knowledge they have of the district, the schools from which the students come, the probable demand there may be for the services of new teachers, and the future supply of candidates.

We found in 14 colleges or normal schools 649 students; 331 in their second year of residence, and 318 in their first year of residence.

The number of teachers employed in the work of their education is 89.

The total cost of the year's training of these young men was 35,065*l.* 16*s.* 2*d.*, or (omitting Chichester, in which there were only seven students) at the average rate of 52*l.* 11*s.* 6*d.* per head for 1865. The divisor is 654, instead of 649, because the former number denotes the average number of residents in the year.

The income was provided as follows:—

	£	s.	d.
By Government - -	25,873	4	6
By voluntary gift - -	9,003	12	0
By fees of students - -	2,996	3	2
	37,872	19	8

I do not think that financially there is much difficulty at present in carrying on the work; but I shall have to advert to causes which threaten to impede it in coming years.

With respect to these colleges generally, I have no reason to depart from the opinion hitherto expressed by my predecessors and myself, that on the whole they are doing their work fairly and honestly, and providing useful and well-prepared teachers for our elementary schools. In

some subjects I think these students might be more efficient, but at present I speak of the result as a whole, and I think it is deserving of commendation. In most cases the principals are willing to adopt any suggestion for improvement that is well considered, and show readiness to consult with me on any proposal that I have to make. They and their assistants are, for the most part, anxious to co-operate with the Inspectors in matters of instruction, and to do their best to prepare the young men for the examination which your Lordships have settled as one of the conditions of granting the certificate.

I have said that for the present the training schools have no reason to be anxious. Financially, this is proved by the large proportion which the Government has contributed to their support, five-sevenths of the whole cost (1865); and professionally, by the rapid absorption of all the youths they have prepared for the scholastic profession.

I find that 329 students left these training schools at Christmas 1865. I do not concern myself with those who left at the end of the first year; the Government does not pay the training schools for them, and therefore in considering how the prospects of normal schools depend on the demand for their produce, it is not necessary to take them into account. Of the 329, then, who left at Christmas 1865, 322 had resided two years. If these men gain, by good conduct and by showing practical skill as teachers, their parchment certificate (which is at present credited to them, but whose issue is suspended till they show that they are in earnest in their desire to become teachers in national schools and are skilful in their duties), they will each of them bring to the normal school 10*l.*

The first step towards securing this payment is that the principal or chief officer of the normal school shall secure a situation for the students on leaving.

I sent round on the 25th March 1866 an inquiry to all the training schools, and I find that out of 322 who were competent to take situations, 286 had obtained them at that date; and of the rest, it was uncertain in some cases, whether they were not placed; in others, whether they were not in treaty for situations with every prospect of being ultimately engaged.

In some papers which I have seen, the waste of teachers is assumed to be about seven per cent.; *i.e.*, of the whole number now employed it may be conjectured that seven per cent. will in the course of 1866 leave the profession, either by death or by change of occupation.

To supply this waste, taking the number of certificated male teachers at about 6,300, about 440 would be required to fill up vacancies, and therefore the number of new schools which could be supplied would be *nil*, whereas it will appear that a considerable number of new schools were placed under inspection in 1865.

These figures show that there is no danger that the colleges will not be able to place all the men who leave them at the end of their course with credit.

There is one provision of the Code which enables ex-pupil-teachers to take small rural schools; this seems to diminish the demand for employment of certificated teachers; but on the other hand there are now many schools in which, from dearth of applicants for the post of pupil-teacher, assistant masters are engaged, and I think it probable that the addition made to the demand by this employment quite counterbalances the diminution which it would suffer by the selection of ex-pupil-teachers as sole masters of village schools.

This provision does however affect the training colleges in another way; it tempts young men to seek employment without thorough preparation for it.

It seems that at present pecuniary support is sufficient, and that there is a large demand for all the teachers that the training schools can produce.

The next question is, will the training colleges be able to secure a sufficient number of subjects for training? This is the most grave subject for apprehension. The scarcity of boy pupil-teachers increases; the large demand for clerks, shop boys, messengers, and for all kinds of domestic service, and the good wages which are offered, all concur to tempt away the most promising lads from the elementary schools. I find that the average age at which boys leave school in my district is diminishing. Now the school manager finds it impossible to compete with this demand for intelligent lads; he cannot give sufficiently high pay. The schoolmaster also does not care to have pupil-teachers, because he gets no pay for teaching them. It is manifestly his interest to get a certificated assistant if he can persuade the managers to engage one, because he is released from a considerable addition to his day's work; and then he perceives that the market is more in his favour, if the teachers are fewer in number than the demand for them, and so he has not only no inducement to bring forward boys as pupil-teachers, but positive inducement to keep them out. I believe in all cases the *argumentum ad crumenam* is the sure way to produce a change

of view. If managers would make the salary of the principal teachers partly dependent on the labour of teaching the pupil-teachers, with a gratuity when the inspector's examination of the pupil-teacher was reported satisfactory, I think a stimulus would be applied which would produce results.

This, however, looks some way into the future. At present the number of youths who apply for admission to training schools has been diminishing yearly. I give the numbers which relate to the 14 schools I have inspected.

For 1860.	No. applying for admission	-	617.	No. actually admitted	-	529.
„ 1861.	„	„	- 650.	„	„	- 509.
„ 1862.	„	„	- 650.	„	„	- 489.
„ 1863.	„	„	- 632.	„	„	- 542.
„ 1864.	„	„	- 427.	„	„	- 370.
„ 1865.	„	„	- 341.	„	„	- 316.
„ 1866.	„	„	- 371.	„	„	- 340.

This looks as if the current had set strongly in one direction. I see but slender probability of its changing at present.

The older promoters of training schools tell me that they foresaw the number of such institutions was being multiplied beyond what could be permanently required. The Government also did not fail to urge, when some of the later proposals came before them, that it was not prudent to build large colleges, and that the promoters should carefully consider whether their prospects of continued usefulness were sufficiently clear to warrant the expenditure of large sums.

Thus at Winchester, when the college was temporarily lodged by the Bishop, free of rent, in the palace at Wolvesey, there was only room for 38 students. When it was determined to make a permanent building to lodge the students the proposal was to accommodate 56 students,* and this was at the earnest desire of the board,† and against the advice of your Lordships' secretary, in letters dated 8th December 1859 and 24th December 1859, in which latter these words occur, when communicating your Lordships' decision not to make a grant for more than 40 students :—

"My Lords must regard the question with reference to the whole kingdom, and they are not disposed to help to increase the permanent aggregate accommodation beyond that to which they are already committed."

I presume that this policy must have directed the Govern-

* Report of Winchester Training School Committee for year ending at Midsummer 1862, p. 3.

† See Archdeacon Jacob's letter, received December 23, 1859.

ment grants in other cases. If, then, the number of training schools has been increased beyond the public needs, or if they have been made needlessly large, I do not see on what grounds it can be maintained that the Government ought to give them additional support, or help them to keep their gates open, when there are either no students to enter them, or too few to keep them in a state of solvency.

The object of the managing committees or councils is in all cases ostensibly to help school managers to secure competent teachers. If they cannot do this from want of persons to train for the office of teacher, all they can claim from the Committee of Council seems to be that the regulations shall be revised which have cut off the supply of students; and if from other causes this cannot be done effectually, the establishments must be either permanently or temporarily contracted, and perhaps some closed.

I am sorry for this conclusion, but it seems inevitable. I believe that our system of national education will suffer severely if trained teachers are no longer required by managers. One of the most encouraging features of the system was the number of intelligent skilled masters which it produced; the extension of education could not have taken place at all without it, and, if it stops, I believe the general welfare of our schools will suffer. But contraction of expensive machinery to suit the altered circumstances of the case is not the same thing as abandoning it altogether. Some of our larger colleges were originally designed for a double purpose, for training schoolmasters and for a middle or yeoman school. In the case of Chester this feature has been retained. A science school of excellent repute occupies one part of the building, and expands as the other side demands less space. If some of the colleges have to be closed, it is difficult to say which; they will all attempt to hold on till better times come. I have always thought that Diocesan colleges were more likely to be permanent than Metropolitan colleges, because they are less expensive, and they have a definite area in which to look for support, and with which they are connected as part of the Ecclesiastical Establishment. The Bishop and his Diocesan board, if need be, can consult together on the expediency of taking up some other work of public utility connected with education, and we have seen proposals of this kind made by those who have taken interest in the subject. Lord Fortescue has, for example, proposed a scheme for the training college at Exeter, if at any time that institution should cease to find work to do as at present. And I have been

informed that the Admiralty has in contemplation regulations for the preparation of schoolmasters for the Queen's ships, which will help to fill some of our languishing normal schools.

A small Diocesan college for 40 students is more likely to be permanent than a very large college, if the supply of applicants for admission continues to decrease ; and yet, in the larger colleges, the more abundant staff of teachers, the emulation excited by bringing together the best pupil-teachers from different parts of the country, and the reputation which these institutions have justly acquired, are arguments for maintaining them in preference to the smaller colleges. The latter have the best chance of pecuniary support ; the former are perhaps more efficient for the production of the higher class of teacher.

It would be a fruitless attempt to speculate on the probable chances of vitality in any particular case, but it seems unreasonable to expect assistance from the public purse towards maintaining institutions which cannot find the work for which they were founded. Temporary aid to tide over a time of financial pressure has been asked for in some cases, but it is very difficult to admit such a principle where the future is so very uncertain. The necessity for such an application has sometimes arisen from the fact that the resources previously supplied by the Government have not been strictly applied to the work for which they were intended, and in such a case the promoters of the institution themselves ought fairly to provide what is needed : if, as at St. Mark's, the scheme was larger than the Government scheme, a temporary difficulty arising from that specialty should surely be met by temporary aid from the funds of the National Society.

The present mode of supporting training schools measures the amount of public aid in proportion to the work done. With such a principle no one can find fault. It follows from it, that if the work cannot be done (from failure of candidates or from any other cause), there is no drain upon the public funds. To remedy the special difficulty without infringing on the fundamental principle seems out of the question, unless my Lords should review the whole plan and put it on a different basis.

If any of the students who left training schools in former years have not gone into inspected schools, and have not therefore earned their parchment certificates, is it wholly out of the power of the managers to recall them to the service for which they were trained, and so get them on the

list of paying students? If any student who has left in former years, and did not go into an inspected school, but became an usher in a private school or a grammar school, should come back to inspection in 1866, he might get his certificate under articles 73–76 in 1869, and be worth 20*l.* a year to his college for the next five years. The moral influence established over the students by their teachers must be small if they cannot recall them by showing them that the institution which fitted them for their work suffers from their abandonment of the career which was marked out for them.

I do not know whether the number of pupil-teachers apprenticed increases or diminishes in Church of England schools generally, but as far as my own experience tells me, and the experience of those inspectors to whom I have been able to refer, the number of boy pupil-teachers steadily declines. This is a very serious matter for consideration by the managers of training schools, and it will no doubt be earnestly pressed upon your Lordships, that some remedy should be applied to a failure in the working of the plan.

I venture to suggest that as the production of skilled pupil-teachers, qualified for training as schoolmasters, is a result which the public are interested in securing, some direct encouragement to employ pupil-teachers in elementary schools is needed. At present the encouragement is the apprehension of a fine of 10*l.*

If, while retaining a penalty for non-employment of a pupil-teacher, a payment is made in cases where the pupil-teacher is employed, I think we should witness a different result. Whether this should be carried out by allowing a higher rate of capitation grant when pupil-teachers are employed, or by a payment increasing as the pupil-teacher passes each year of his apprenticeship, I have scarcely considered, but the latter method I should think preferable. The objection to the plan would chiefly be this:—that the principle of the Revised Code would be infringed by payments for the *means* instead of a simple payment for results: but I have anticipated, in some degree the objection, by describing the production of a skilled pupil-teacher as a result; it is one of the results we require from elementary schools, that they shall produce the instruments by which sound education shall be extended. We want a continuous annual supply of trained masters, and in order to secure it we must have a continuous annual influx of candidates to the training schools, and the supply seems to be drying up. If the adoption of some such plan as I have indicated should

prove effectual, and bring forth an abundant swarm of young aspirants for the office of teacher, the payment made to secure it would justly be described as paying for results.

Perhaps I am straying beyond my limit in this suggestion, but I did not like to put before your Lordships plainly the failure which seems to be looming in the future, without suggesting some method by which it can be averted.

But are we to look only to ex-pupil-teachers who have completed their apprenticeship for the supply of candidates for training?

No doubt these are the most promising: they know something of the system; they have already been in preparation; they promise to become schoolmasters, knowing what schoolwork is, and what future it holds out. But there are many young men who might be willing to take up the profession if they knew at how cheap a rate they can be prepared for it.

In no college is the payment for two years' board and education more than 10*l.*; in many it is absolutely gratuitous. In some, the travelling expenses to and from the college are given over and above the education and maintenance, all on the condition that the youth who avails himself of these advantages means *bonâ fide* to engage himself as a schoolmaster in schools for the children of the labouring poor.

I subjoin a tabular statement of the terms offered in the different training schools which I inspect. All the students admitted on these terms are supposed to have passed the entrance examination.

Battersea.—10*l.* on entrance secures board and education for two years.

Carnarvon.—10*s.* a quarter, to be returned with 6*l.* additional when certificate is obtained, and travelling expenses paid four times in each year.

Carmarthen.—Entrance fee, 10*s.* 1st class candidates receive 4*l.*, 2nd class 3*l.* per annum during residence.

Chester.—Candidates who pass the entrance examination pay 5*l.* the first year and 4*l.* the second year.

Chelsea.—10*l.* on entrance.

Cheltenham.—10*l.* on entrance.

Chichester.—25*s.* a quarter the first year, 10*s.* a quarter during second year.

Culham.—10*l.* on entrance.

Durham.—5*l.* on entrance; 2*l.* at end of first year.

Exeter.—6*l.* on entrance.

Peterborough.—10*l.* on entrance.

Saltley.—5*l.* on entrance; allowances made for travelling expenses.

York.—7*l.* the first year; 2*l.* the second year.

Winchester.—5*l.* on admission.

Then the salaries offered to masters of schools are on the increase. I subjoin answers to the inquiry, "What is the "average salary offered during the last year by managers "who are seeking a teacher from your college?"

Battersea.—"65*l.* per annum, with a residence or equivalent for a residence."
Carnarvon.—The same.
Carmarthen.—No return.
Chester.—No return.
Chelsea.—"74*l.*; some with house in addition."
Cheltenham.—"78*l.* per annum on the average for second-year men."
Chichester.—"About 50*l.* per annum."
Culham.—"70*l.* 10*s.* per annum, with house and garden."
Durham.—No return.
Exeter.—"65*l.* per annum."
Peterborough.—"65*l.* per annum."
Saltley.—No return.
York.—No return.
Winchester.—"50*l.*, with house and garden, and share of the grant earned by examination from the Government."

These answers relate to the salaries offered at Christmas 1864. I have reason to think that the returns collected during the present year of the salaries offered at Christmas 1865 will show an increase.

It is thus seen that besides a good education and maintenance, nearly or wholly gratuitous, for two years, there is a very good prospect of obtaining a situation with a salary which will maintain a young man when the two years are completed.

I cannot but add to this that I fear the continued discussion about the rule adopted by your Lordships of requiring in all cases, as a condition of assistance to schools, that the master shall hold a certificate of competency to teach, has a disastrous effect in deterring any such candidates from offering themselves.

A youth who has a desire to become a schoolmaster, seeing that it is so strongly urged upon Government by some influential persons to rescind this rule, and knowing perhaps that if it were rescinded he could immediately secure a situation, is naturally led to wait a little longer and see if this chance is not open to him.

I cannot conceive any person who is unprejudiced maintaining that a skilled teacher is not better than an unskilled, or that a school should be deemed worthy of State assistance, because by some means or other a few children have learned to read, write, and cypher. A good school is one in which the children are under the influence of a good teacher, one who has experience, character, and skill. The certificate states all this. Some persons speak

of the certificate only as the result of an examination. This is a great mistake. It is the result of probation, of good character, of diligence, attention to duties, of all the qualities that go to make a man a guide and example. Though passed or settled by an examination at one particular period of a man's scholastic career, it pre-supposes some years' service with credit: and after it is issued, it carries upon its face the testimony to each year's exertions; it tells how a man has managed a school or different schools under different circumstances, under different managers; it accumulates the testimony of several independent witnesses to the teacher's qualifications—of skill in teaching, no doubt, but also of discipline, of good order, of diligence, of perseverance, of the estimation in which they have been held by those who have examined every part of their work; and therefore, though gained partly by examination, it cannot be gained at all without some previous good character of several years, and when gained it ought to be of absolutely no value unless it contain the accumulated testimony of each successive year to the skill and practical power of the teacher.

In defence of the certificate too let me say that it is seldom sufficiently thought of by managers. The mere possession of a parchment has been taken as evidence that the man could earn a Government grant, and if the new master is not quite satisfactory in his work, in his demeanour, or conduct, the disgust of the managers shows itself in abuse of the certificate system. It would be found very often that the certificate was never once called for, that no attention was paid to the entries upon it.

In this matter the efforts of inspectors acting under your Lordships' regulations, to secure that teachers in the national schools should be competent for their work, are not seconded by managers of schools as one might reasonably expect. It seems at least a prudent course, that on appointing a new teacher to a school the testimonials should be closely examined, the certificate called for, and that its silence on important qualifications should lead to further inquiry. Instances have not been wanting where immoral or scandalous persons have got into situations by the laxity which patrons and managers have unfortunately displayed in their investigation of the antecedents of the candidates. In cases where these persons' misconduct has been detected, sometimes managers will mercifully engage teachers in order to give them an opportunity of retrieving their characters, as if that where the chief object of the appointment; but it is

a sad thing to think that this experiment of mending a damaged reputation is to be made at the expense of the school, or at any rate, at the hazard of evil influences being brought to bear on many young and impressible children, whose welfare ought to be the primary object of the managers.

Persons who make these experiments, or who take very little trouble in investigating the true value of testimonials presented by candidates for vacant situations, are generally the first to find fault with the work of the training schools, and say that their experience of certificated teachers is not in favour of the training system, forgetting that they never heeded the warning given them, or never took any pains to find out whether the college would recommend the candidate they selected. But when this extends to the case of a teacher who has left his training college for some years, it is quite unreasonable to question the security which the possession of a certificate (*requiring an annual entry*) can give, if no pains are taken to examine it closely, and make inquiry on all doubtful points.

The next point on which I ought to report to your Lordships is the state of the training colleges themselves, and whether their methods of instruction are in all respects satisfactory.

The buildings are generally kept in good order. The necessary offices and conveniences for conducting establishments of this kind are in new colleges very good. In the older establishments, which were not built but adapted, they are more or less satisfactory, but in all cases sanitary arrangements and domestic superintendence are what they ought to be. The general state of health is good; the moral character borne by the students in the neighbourhood is also good. This is a subject which I verify when I can by independent inquiries in quarters independent of the managers. The general distribution of hours of study and the apportionment of time to separate subjects seems to be judicious. The staff of teachers is in the aggregate efficient, and the religious and moral training of the youths, as far as I can see into it, deserves to be spoken of highly. In such a matter the character of the young men when in their situations is the real test of the college system. As a rule, wherever I have made inquiry, I have abundant testimony to the general respectability, uprightness, and diligence of these young men when they leave. Of course I hear sometimes of failures, no one can expect that all should invariably turn out well.

But the per-centage of cases in which this happens would I think be extremely small.

As to the subjects of instruction, I regret to see that in some the result of the examination at Christmas 1865 is unsatisfactory.

The subjects in which the students did worst were grammar, and composition, and history.

I think there must be some connexion between these two, and that the defective knowledge of history, as shown in the paper examination, is rather the effect of want of skill in writing a succinct and plain answer to a plain question than ignorance of the main outlines of British history. The weak point in elementary schools is arithmetic. This would lead us to conclude that sufficient attention is not given to teaching arithmetic in the training schools; and the result of examination confirms this, for on the average of the first year, only 52 per cent. of the students sent respectable papers, and in the second year only 60 per cent. As much of the credit given for good answering is made to rest upon arrangement, and the capability it shows of exhibiting the correct working of a sum as a model for learners, it is probable that the smallness of the per-centage arises very much from deficiency of that kind.

With respect to the first subject, grammar is scarcely taught on any definite system. Most of our English grammars are independent of each other in method. They are often wordy, some aim at being philosophical in the grand style; they suppose in the pupil sometimes an appreciation of discussions and refinements which are delightful to the philologist but simply hateful to children, and dry and without any attraction for young men who know only one language. There is a small grammar printed by the Society for Promoting Christian Knowledge, which was written by the preacher at the Charterhouse, Dr. Currey. It is founded on the Latin grammar. It is plain, easy, full of good sense on disputed points, and is, I think, by far the best I have seen for our purpose. Dr. Morell's grammar and analysis of sentences should come after it. The grammar I commend is published in a small cheap form for schools, and in a more full edition for pupil-teachers and more advanced children. If such a grammar as this were thoroughly mastered before any attempt is made to scale the transcendental heights of philosophical grammar, the subject would be much more carefully studied, and I think we should see some better result in our training schools.

I wish also thoroughly to recommend to the training schools some admirable books on the geography of the British colonies, published by the same Society. They were written by the Rev. G. Rowe, the principal of the training college at York, and they have been pronounced by the highest authorities one of the best sets of manuals that we have. Of course, in neither case is excellence confined to these works, but they are types of a class, and are mentioned to show what kind of book seems best suited for our purpose.

Composition can be improved gradually by such methods as these; transcription, writing an abstract, writing from memory. A suitable book having been selected, the student should be made to read a certain portion, and according to the progress he has already made, he should write, either with the book before him, or from memory, some account of the assigned pages. He should not be set to write from his own invention or imagination too soon. When these young men first attempt such writing, it is generally of the most wretched kind, empty and bombastic. Style is formed by reading, and corrected by attending to open criticisms of previous exercises in composition, before a class. To note the faults of others as well as his own, will be useful to a student who is anxious to improve. Reading, however, is the main point.

Instruction in composition could also be given, by making some good prose author the subject of the lecture, by quoting some of his most characteristic passages, by showing how he has expressed his thoughts with accuracy, what dangers he has avoided, what vulgarisms, and grammatical pitfalls were in the way of the unskilful and unwary, and by varying the position of the words it may be shown often how the vigour of a sentence and sometimes its sense are destroyed by the change.

I do not know that there is much or any of this kind of instruction in our training schools. I have never heard any such, but I think it might be introduced with great advantage, and be made to serve the purpose of teaching elocution, as well as composition; for the delivery of a passage might be discussed at the same time as its construction.

But after all this has been done, the students must be tested at every stage of their progress by frequent written exercises of transcription, of abstract writing, of writing from memory, or of original composition. This requires much labour on the part of the teachers, for such exercises ought not to be too short, and they require very careful examination. Such work is not interesting; it can only be

effectually done when there is in the teacher persevering conscientious determination to secure the result, and vigorous prosecution of the intention. If exercises are carelessly examined they will be carelessly prepared as a matter of course, and the report of the examiners of the Christmas papers, will continue to be of the same melancholy character.

The study of history in the training colleges varies so much in one place from what it is in another that no general remarks will reach all; except in the particular I have already mentioned. Composition must be improved, before a student can hope to show the amount and accuracy of his historical knowledge. But it is possible that this knowledge may be scanty, confused, and uncertain. The method of having a text book, a certain portion of which is got up for each lecture, and the matter of which is the subject of the lecturer's remarks, is I think the best. The lecture should always begin by close examination, on the subject of the preceding lecture; then on the portion prepared; and then should follow the illustrations or amplifications of the text which the lecturer thinks needful. Note books are of doubtful advantage. I have seen some wherein the notes were absolute nonsense. A good text book carefully prepared in portions ought to be quite sufficient; if notes are required, an interleaved text book has many advantages; the chief are, that the notes cannot be very long; the next, that they always catch the eye at the same time as the text, which they correct or supplement.

Fortnightly examinations, both oral and written, on the separate portions; quarterly examinations, both oral and written, on the more comprehensive periods, are essential to secure progress.

I now come to arithmetic. I see that several of my colleagues in the last annual reports commend the teaching of arithmetic in schools. These universal propositions seem to me to come to very little. Perhaps they mean that in the majority of the schools the teachers have a good method; but then the perpetual inferiority of the arithmetical results, when the children are examined, must prove that the methods, though good, are not good *enough*, or that the teacher can give a very good specimen lesson in arithmetic, but this specimen is only a specimen of his power, and not of his work. In my own district I find some schools in which arithmetic is done thoroughly well, and others where it is done very badly, and all stages from extreme badness up to thorough success. I am unable to say of my district

that arithmetic is well taught, because instances immediately occur to me where this is not true. The result of my observation is this, that arithmetic is generally well done in schools where the teacher is energetic, sensible, and in earnest; and that it is a failure where the teacher is immethodical and fussy. I am writing only of the masters of boys' schools.

Methods of teaching are no doubt of great importance. But no method will enable an indolent master, or one who wants self-possession and patience, to teach a dull boy. The first thing that is required, both in the elementary schools for teaching boys, and in the normal school for teaching young men, is clearness of apprehension, and lucid explanation; the next is labour, perpetual repetition.

A great deal has been written about methods of teaching, and a great deal has been transferred to the note books of students, which is absolutely noxious if it ever leads them to suppose that a method is like a mechanical contrivance, to be used without the necessity of keeping an intelligent attention on every part of the process. At the same time, one method is better than another; and it is part of the duty of the normal master in every training school, to make the students acquainted with those methods, which in the hands of diligent and competent teachers have already proved to be the best.

A great deal of time is taken up in arithmetic by the clumsiness of our system of weights and measures, and by vulgar fractions, which ought gradually to disappear as we adopt the more scientific as well as more simple system of decimals. There is no reason why decimals should not immediately follow the simple rules for whole numbers, or be included with them.

A system of arithmetic on this plan has been published by Mr. Christie, of the Duke of Bedford's school, at Milton Abbot, Tavistock, and the efforts made by the International Decimal Association may at some time or other be successful, although it is hard to change what is interwoven with all the habits of the people and all their modes of calculation. The teachers of schools for the labouring man's children should understand, and be able to show the advantages of a decimal system of weights and measures. But until the system is in general use, it will be impossible to find time to teach it in elementary schools, for the children must be taught what they want to know for daily use, for all the exigencies of social intercourse, for buying and selling and

keeping accounts. Now it is not likely that any scheme for changing national customs will be successful which attempts to work upwards from the labouring classes to the mercantile. It must work downwards from the merchant to the general dealer, and thence to the shopkeeper, in towns. And in the country the process must be still slower; we cannot expect it to make much progress in a generation. For these reasons, though your Lordships have directed me to report on this subject in another form, I think it right to recapitulate here the reasons for not making the teaching of the metric system in training schools more than a supplement or appendix to the ordinary arithmetical weights and measures. It has, indeed, never been put aside since the time when Canon Moseley brought it into the examination of normal schools, but there is such a constant tendency in teachers to fly to what is of less practical importance from dry, hard, uncouth details, that I do not advise any special instruction should be issued to make the teachers of arithmetic devote more time and attention to it.

Numeration, notation, the elementary rules for abstract and concrete numbers, practice, decimal and vulgar fractions, rule of three and interest, are the main subjects; and when these are mastered, plentiful exercise in questions which involve manipulation of numbers in ways which should be suggested by the questions themselves. This I believe is the sound and useful course which will make teachers quick, and reward their efforts with success, when they are employed in their elementary schools. Mental arithmetic is specially valuable to a schoolmaster, not only as a subject which he is to teach, and in which he should exercise his boys, but to enable him, without slate or paper, to do the sums which he sets to a class, so that he can keep his eye over all of them, and secure that each boy is doing his own work independently.

I think the fact that arithmetic is the subject in which elementary schools generally do worst must be coupled with the fact, that the arithmetical examination of normal schools is less satisfactory than it might be. If the teachers are not adepts, the taught will be behind the mark also. The principals of training schools ought to endeavour to invigorate their system of teaching arithmetic, in order to bring about general improvement in this subject.

But I must again record my conviction that too much must not be expected from mere methods. A good arithmetician must first be produced, then let him learn what is the best method of teaching others. We are yet some way

from having achieved the first step, if we look at the result of the examinations of last Christmas.

I am afraid the financial condition of normal schools will scarcely admit of the immediate application of a remedy suggested by the method of dealing with elementary schools. A deduction of one-tenth of the Government subsidy for defective teaching in arithmetic might, however, be looked for in the future, if the standard of proficiency does not rise. If your Lordships were only to intimate the possibility of such a proposal being entertained, I dare say there will not be any opportunity for enforcing it. Difficulties which seem insurmountable sometimes are overcome.

In education of teachers a very notable example is afforded by the experience of the Council of Military Education, who have a regulation that no student of their normal school shall receive a certificate as a regimental schoolmaster who misuses the letter H, and Canon Moseley states that it succeeds, that the evil is well nigh eradicated among the men who come up to the Council for certificates. I think if errors in the use of letter H can be cured, we need not despair of being able to produce teachers of arithmetic who shall be absolutely good.

I have the honour to be, &c.

B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

BATTERSEA TRAINING SCHOOL.

This institution was inspected and examined by Her Majesty's inspector, Rev. T. W. Sharp, and myself, in June and July, and in October and November.

There were 79 students in residence, 42 in their first year, all but one of whom had been pupil-teachers; and 37 ex-pupil-teachers in their second year. The number of students received into residence since 1851 is 625, of whom 536 are now known to be acting as teachers in elementary schools in Great Britain. One student had died during the year.

The staff of teachers at Battersea I give below:—

Rev. Robert Graves, M.A.	Principal.
Rev. Evan Daniel	Vice-Principal.
Mr. J. P. Fawnthorpe, B.A.	Lecturer.
Mr. H. Lewis	Assistant Master.
Mr. James Martin	Normal Master.
Mr. C. C. Howard	Assistant Master.
John Hullah, Esq.	Teachers of Music.
E. C. May, Esq.	Teachers of Music.
W. Denby, Esq.	Drawing Master.

Dr. Connor is the medical attendant, and Mrs. Wise the matron.

The expenditure was 4,363*l.* 10*s.* 8*d.* for the year, or 54*l.* 10*s.* 11*d.* per head on an average of 80. The income comprised 3,224*l.* 1*s.* 4*d.* contributed by the Committee of Council.

The general management of the college was satisfactory. The health and conduct of the students both good. The proficiency of the students is thus accounted for, from the result of the Christmas examination. In no subject did they fall below a fair standard in either year.

The charges for admission are the same as in 1864, viz., 10*l.* on entrance, for which two years' board and education are given without further charge to all who intend *bonâ fide* to become teachers of elementary schools under inspection.

CARMARTHEN TRAINING SCHOOL.

Visited by Rev. B. J. Binns and myself in October 1865.

There were 26 students in residence, five of first year, 15 of second year, and six in a preparatory class. Two students had left during the year; one from illness, another for misconduct.

The whole number of students admitted since 1848 is given as 362; no account is rendered of the number known to be acting as teachers in elementary schools.

The staff of officers of the college is thus returned :—

Rev. W. Reed, M.A. -	Principal.
Herbert Mather, Esq., B.A. -	Vice-Principal.
W. A. Thomas - -	Tutor.
W. J. Rickard - -	Normal Master.
J. F. Hosford - -	Drawing Master.
H. P. G. Brooke - -	Music Master.
John Kyle - -	Drill Master.

Students who pass the Christmas examination for admission of students pay nothing. Candidates who obtain a place in the first class receive 4*l.* per annum, and those who are placed in the second class 3*l.* per annum, during residence. Entrance fee, 10*s.*, to be paid one half at the beginning of the first year, the other at the beginning of the second year of residence.

The total cost of the institution was 1,638*l.* 9*s.* 4*d.*, which for 26 students is at the rate of 63*l.* 0*s.* 4*d.* per head. The income was 2,070*l.* 10*s.* 8*d.*, of which 1,195*l.* 2*s.* 7*d.* was contributed by the Government.

The students of the second year did well in Scripture, composition, and school management; badly in arithmetic, grammar, and Euclid.

The students in the first year did well in no subject; badly in scripture, mental arithmetic, grammar and composition, and history.

CARNARVON TRAINING SCHOOL.

This school was inspected by Her Majesty's inspector, Rev. D. Thomas and myself, in September. There were 21 students in residence, two of whom were in a preparatory class, 12 in their second year (all ex-pupil-teachers), seven in the first year, one of whom had not been a pupil-teacher. The number admitted since 1844 was 311; many were on short trials, and left very soon. It has been ascertained that 120 of these were acting as teachers in elementary schools, but the inquiry was incomplete.

The officers of the institution were :—

Rev. W. Rees Williams, M.A. -	Principal (since *resigned*).
M. T. Cormack, Esq., M.A. -	Vice-Principal.
Robert Roberts - -	Music Master.
J. C. Rowlands - -	Drawing Master.
R. Newton - -	Master of Method.

The expenditure was 1,138*l.* 3*s.* 11*d.*, or 51*l.* 14*s.* 9*d.* per head on an average of 22. The income was 1,495*l.* 9*s.* 5*d.*, including 857*l.* 16*s.* 8*d.* grant from Government.

The general arrangements, health of students, &c., were, as before, satisfactory. The superintendence exercised over the young men in their time of recreation and repose was the subject of inquiry, and was accounted for also in a satisfactory manner.

The practising school is under the same management as in previous years.

The fee paid is 10*s.* a quarter; this sum is returned to the student together with 6*l.* from the funds of the college, when the parchment certificate is obtained. Travelling expenses for four journeys in the year are paid at the rate of one penny per mile.

The students of the second year did well in catechism and liturgy and geography; badly in Holy Scripture, mental arithmetic, and history.

The students of the first year did well in catechism and liturgy and school management; badly in grammar and composition, history, economy, and music.

CHELSEA, ST. MARK'S COLLEGE.

Visited by Her Majesty's inspector, Rev. E. D. Tinling, and myself, in June and November.

The number of students in residence was 102; 49 in their first year, 53 in their second year. One of the latter had not been a pupil-teacher.

The number of students admitted into the college since 1861 is 708; the number known to be now engaged in teaching in elementary schools is said to be 440.

The staff consisted, at our last visit, of the following officers:—

Rev. J. G. Cromwell	Principal.
Rev. C. F. Eastburn	Vice-Principal.
Rev. J. J. Mercier	Tutor.
Mr. W. Lawson	Secretary and Tutor.
Mr. C. S. Dawe	Normal Master.

Occasionally employed:—

Rev. T. Helmore	Precentor.
J. Hullah, Esq.	Teachers of Music.
E. C. May, Esq.	Teachers of Music.
J. J. Rawlins, Esq.	Drawing.
R. W. Sanneman, Esq.	Surgeon.

The whole cost of the establishment was 5,228*l.* 14*s.* 5*d.* for the year 1865, which, on 103 students, the average number, gives 50*l.* 15*s.* 3*d.* as the cost per head.

The income amounted to 5,362*l.* 17*s.* 1*d.*, of which 3,696*l.* 7*s.* 4*d.* is contributed by the Government.

The terms of admission are 10*l.* on entrance.

The examination at Christmas showed the following results:—The students of second year did well in scripture and catechism and liturgy, and badly in history.

Students of the first year did well in catechism and liturgy and Euclid; badly in mental arithmetic and history.

CHELTENHAM TRAINING SCHOOL FOR MASTERS.

Visited by Her Majesty's inspector, Rev. J. R. Byrne, and me in September.

The number of students in residence was 86. 54 were in their second year of residence, three of whom had not been pupil-teachers; 32 in the

first year. Since 1847, 824 students have been admitted on the books of the college. No return is made of their present occupation.

The staff consists of:—

Rev. R. M. Chamney	Principal.
H. A. James, Esq.	Vice-Principal.
Mr. R. Ross	Lecturer.
Mr. J. Sutcliff	Lecturer.
Mr. E. R. Brereton	Mathematical Lecturer.
Mr. Gill	Normal Master.
Mr. W. West	Music.
Mr. J. P. Knight	Drawing.

The result of the Christmas examination was this:—

The students of second year did well in catechism and liturgy, and teaching and mental arithmetic; in no subject did they fall below a fair standard.

The students of first year did well in catechism and liturgy, mental arithmetic, and school management, and badly in history and geography.

The terms of admission are 10*l.* on entrance.

The total cost of the establishment was, in 1865, 3,922*l.* 17*s.* 6*d.*, which, on 86 students, gives as the cost per head of each 45*l.* 12*s.* 3*d.*

The income was 3,627*l.* 14*s.* 1*d.*, of which the Government contributed 2,856*l.* 1*s.* 6*d.*

CHESTER TRAINING SCHOOL.

I visited this school in May 1865. There were 20 students, 12 in their second year and eight in their first year of residence, one of whom had not passed the admission examination in December 1864. The accommodation is for 70 students. The number of students sent out as teachers since 1839, the date of the establishment of the college, was then returned as 634.

The officers give part of their time to the science school; without this remark their number would appear quite beyond what so small a number of resident students requires.

The Rev. Arthur Rigg, M.A.	Principal.
Rev. J. M. Critchley, B.A.	Vice-Principal.
J. J. Coleman	Science Lecturer.
Dr. Helfenstein	Assistant.
H. Hall	Do.
J. E. Hardy, C.M.	Normal Master.
J. E. Davidson	Drawing Master.
Mr. Sims	Music.

The charges for a student who passes the admission examination are 5*l.* first year, 4*l.* the second year. Other students pay 25*l.* per annum.

I found the students healthy, well-behaved, and well instructed.

The examination at Christmas 1865 showed that the second-year students did very creditably in school management, catechism and liturgy, arithmetic, Euclid, economy, and music, but fell below a fair proficiency in history.

The junior students did well in catechism and liturgy, Euclid, and music; did not distinguish themselves in Holy Scripture, grammar, composition, history, and geography.

The cost of the training of 20 students in 1865 is returned as 1,388*l.* 12*s.* 10*d.*

The Government contribution for the same year was 1,090*l.* 10*s.*

CHICHESTER (BISHOP OTTER'S) COLLEGE.

Visited by Her Majesty's inspector, Rev. R. L. Koe, and me in November.

The number of students resident was seven; five in the second year, and two in the first year.

201 students have been received into training here since 1840, of whom 170 are now engaged in teaching the children of the labouring classes in elementary schools, including therein some schoolmasters in ships of the Royal Navy.

The officers of the college were:—

Rev. M. Parrington	Principal.
Rev. J. Francis	Vice Principal.
Thomas Barnett	Music Master.
Mr. White	Drawing.
Mr. W. H. Smith	Master of Practising School.

Students are admitted after passing the examination at 25*s.* a quarter during the first year, 10*s.* during the second year, to be paid in advance.

The students of the second year did well in catechism and liturgy and economy; badly in mental arithmetic, arithmetic, grammar.

The students of the first year did badly in grammar, composition, school management, and history. They did very well in Euclid.

The cost was 1,055*l.* 7*s.* 7*d.* for 1865 on seven students; this gives 150*l.* 15*s.* 4*d.* per head.

The income was 1,041*l.* 15*s.* 8*d.*, of which the Government grant was 490*l.* 17*s.*

CULHAM TRAINING SCHOOL.

Visited by Her Majesty's inspector, Rev. H. W. Bellairs, and me in September.

There were 47 students in residence; 14 were in a preparatory class; of the rest, 14 were in their second year, 19 in their first year. Five of the 33 had not been pupil-teachers.

Since 1853, 378 students have been admitted into training; 304 are now known to be acting as teachers of elementary schools in Great Britain.

The staff of officers is:—

Rev. James Ridgway	Principal.
Thos. Archbold, Esq.	Vice Principal
John Best	Normal Master.
Samuel Hall	Assistant Master.
F. A. Pacey	Music.

The examination of the students at Christmas 1865 gave these results:—

Subjects in which students of second year did well: Holy Scripture, catechism and liturgy, grammar, composition, geography, economy. In no subject did they fall below a fair standard of proficiency.

Students of the first year did well in school management, Euclid, economy; they did not do well in history and geography.

The total cost of the college was 2,618*l.* 5*s.* 9*d.*, which on 49, returned as the average students, would be 53*l.* 8*s.* 8*d.* per head; but it is probable that the divisor should be 40 only, the 14 preparatory students being taken as residing for half a year. The average annual cost would then be 65*l.* 9*s.* 2*d.*

The income was 2,618*l.* 5*s.* 9*d.*, of which the Government contributed 2,096*l.* 3*s.* 6*d.*

Students are received as follows :—

I. Those passing the Government "admission examination" who pledge themselves to complete two years' training, and to stay two years continuously in one school under Government inspection. Such will be charged an entrance fee of 10*l.*, but no other fees will be required.

N.B.—These students can be released from their agreement by the committee of the college.

II. Private students, who do not pass the "admission examination," remaining under training a longer or shorter period, who can, if desired, be prepared for the Government examinations. Such will be charged at the rate of 24*l.* per annum.

III. Apprentices above 16 years of age to be bound to the principal for five years, three of which are spent in training, and two as probationary masters. Premium, 15*l.* Abstract of indenture sent on application.

Exhibitions will be offered to applicants for admission under No. I. on the following plan :—

1. 10*l.* to each successful candidate (whether of the first or second class) who sits for his examination at Culham College.
2. 10*l.* to candidates examined elsewhere who obtain a first class.
3. 5*l.* to candidates examined elsewhere who obtain a second class.

N.B.—The exhibition money will not be paid to the candidates, but to the college, in liquidation of their entrance fees. If a candidate sits for examination at another college he must obtain the permission of the principal of that college in writing before he offers himself for entrance at Culham.

Books.—The necessary text books and stationery must be provided at the expense of the students, but can be purchased from the college at wholesale prices.

College Certificates are granted after two years' satisfactory residence, stating the efficiency of the holder *in each subject of study*, and testifying to his character.

Preparatory Classes will be formed on September 5th, when those desiring admission into the college can be received (on payment in advance of 5*l.*) to be specially prepared for the "admission examination," commencing December 19th; but such probationary students as intend to enter another college after passing the "admission examination" will be charged 7*l.*

Instruction is given on the organ, at an annual charge of 2*s.* 6*d.* for the use of the instrument.

DURHAM TRAINING SCHOOL FOR MASTERS.

Inspected by Her Majesty's inspector, Rev. C. W. King, and me, in October.

There were in residence 34 students. 16 were in their second year; 18 in their first year; of these latter three had not been pupil-teachers. They had all passed the admission examination. Since 1841, the date of the establishment of this training school, 369 students had been received into training, and of these 268 are reported as now known to be acting as teachers in elementary schools in Great Britain.

The staff of officers :—

Rev. A. R. Ashwell	Principal.
W. Pooley, Esq.	Vice Principal.
Mr. W. Lawson	Master.
Mr. G. Hitchcock	Master of Model School.
Mr. W. Stimpson	Music.

The terms of admission are, after passing the admission examination, 5*l.* on entrance and 2*l.* in December following. This applies to students who engage to remain two years, and become teachers in inspected schools. Students who enter for one year only have to pay 20*l.*

The result of the examination at Christmas shows that in the second-year course the students did themselves great credit in Holy Scripture, catechism, and liturgy; that they failed to show a fair proficiency in history.

In the first-year course they did very well in Euclid, and failed to show a fair amount of skill in mental arithmetic and history.

The expenditure for 1865 amounted to 1,912*l.* 19*s.* 11*d.*, which, calculated on 34 students, gives an average of 56*l.* 5*s.* 3*d.* per head.

The income was 1,891*l.* 4*s.* 1*d.*, of which the Government contributed 1,449*l.* 8*s.* 3*d.*

EXETER DIOCESAN TRAINING COLLEGE.

Inspected in August. There were 42 students in residence at the time of my visit. In the second year there were 22, all of whom had been pupil-teachers, and passed the admission examination. In their first year I found 19; eight had passed the admission examination (three of these were not ex-pupil-teachers), one had not passed the admission examination. Besides these, there was a student preparing for admission at Christmas. Since 1840 there have been received into training in this college 330 young men, of whom 236 are known to be engaged in elementary schools in Great Britain at this time.

The staff of teachers is thus returned:—

Rev. William David	Principal.	constantly employed.
Mr. W. Quance	Vice-Principal.	
Mr. T. P. Wills	Tutor.	
Mr. J. L. Larcombe	Normal Master.	occasionally employed.
Mr. J. Tozer	Music „	
Mr. Berkmyer	Drawing „	
Mr. Hayward	Drill „	

On admission, each student has to pay 6*l.* This may be paid in two instalments during the first year.

The improvement in the practising school at Heavitree still continues.

The examination of the students at Christmas 1865 shows the following results in reference to this college:—

The second-year students did very well in Holy Scripture, catechism, and liturgy, school-teaching, and geography; they fell below a fair standard in mental arithmetic and history.

The first-year students did very well in catechism and liturgy, geography; they fell below a fair standard in arithmetic and history.

The expenditure for 1865 was 1,932*l.* 3*s.* 9*d.*, which, on 43, the average number of students, gives as the average cost 44*l.* 18*s.* 8*d.*

The income was 2,043*l.* 9*s.* 4*d.*, of which the Government grant was 1,370*l.* 11*s.* 1*d.*

PETERBOROUGH (ST. PETER'S COLLEGE).

Inspected by Her Majesty's inspector, Rev. W. F. Tregarthen, and me in September. The number of students in residence was 38; 22, who were all ex-pupil-teachers, were in their second year of residence; 15 were in their first year of residence, two of these had not been pupil-teachers. There was one student preparing for the admission examination. Since 1859 there have been admitted into training in this college 113 students, 102 of whom are reported as now known to be engaged as teachers in elementary schools.

The staff of teachers is :—

Rev. Charles Daymond - -	Principal.
Mr. William Walker - -	Vice-principal.
Mr. Joseph Brown - -	Tutor.

The walls round the premises were completed, and the grounds laid out, the alterations suggested last year in some part of the arrangements have been carried out, and the college (dedicated to St. Peter by the Bishop of Peterborough at a ceremonial festival on June 21 in the presence of the Archbishop of York and the Bishop of Lincoln) may now be considered as definitively constituted, and in thorough working order. By special effort the debt on the building fund was nearly cleared off during the year.

The results of the examination at Christmas show that in the second-year course the students did very well in catechism and liturgy, geography, and economy. In no subject were they below a fair proficiency.

In the first-year course they did well in catechism and liturgy and economy, but they showed great weakness in mental arithmetic, arithmetic, and history.

The students are admitted, if they pass the admission examination, on payment of a fee of 10*l.* by equal quarterly instalments during their first year. No payment is made by them during their second year of residence if they win a first or second class in the Government examination at Christmas.

The total expenditure of the year 1865 is put down as 2,241*l.* 2*s.* 5*d.*, which, on 38 students, gives an average of 58*l.* 19*s.* 6*d.* per head.

The income amounted to 3,523*l.* 18*s.*, of which the Government contributed 724*l.* 8*s.* 10*d.*; the diocesan boards, 116*l.*

WINCHESTER DIOCESAN TRAINING COLLEGE.

Inspected by Her Majesty's inspector, Rev. W. P. Warburton, and me in November. We found 20 students in residence, eight in the second year, 10 in the first year, and two in a preparatory class; one of the first-year men had not been a pupil-teacher. Since 1841 there have been admitted into training 325 young men; no account is given of the number now known to be acting as teachers.

The staff of teachers is :—

Rev. P. C. Collier - -	Principal.
Mr. B. T. P. Tennear - -	Vice-Principal.
Mr. G. Carter - - -	Master.
Mr. C. Adams - - -	Master of Practising school and Lecturer on Method.

Students who pass the admission examination have to pay on entrance 5*l.*; no other payment is required during the two years they engage to stay in the college.

The examination at Christmas 1865 shows the following results in regard to this institution :—

The students of the second year did very well in these subjects :—Holy Scripture (*all* were marked excellent), catechism and liturgy, grammar and composition, school-management, teaching, geography, economy, and music. In no subject did they show less than a fair proficiency.

The students of the first year did very well in catechism and liturgy, composition, and economy. In no subject did they fall below a fair standard.

The expenditure for 1865 is returned as 1,140*l.* 6*s.* 5*d.*, which, on 19 residents, gives 60*l.* 0*s.* 4*d.* as the average cost per head on the average number of students.

The income was 1,643*l.* 11*s.* 5*d.*, of which the Government contribution amounted to 993*l.* 10*s.*

WORCESTER, LICHFIELD, AND HEREFORD DIOCESAN TRAINING SCHOOL FOR MASTERS (SALTLEY, NEAR BIRMINGHAM).

Inspected by Her Majesty's inspector, Rev. H. M. Capel, and me in October 1865. We found 77 students in residence, 37 in the second year and 37 in the first year; all had passed the admission examination, and all but six had been pupil-teachers. There were three students in a preparatory class. Since 1852, reckoning only those who have had at least one year's training, 329 students have been received, and 252 are now known to be acting as teachers.

The staff of officers:—

Rev. W. Gover	Principal.
Rev. J. B. Draper	Vice-Principal.
Rev. F. B. Smith	Mathematical Lecturer.
Mr. John Long	Master of Method.
Mr. Felix Bassett	Assistant Lecturer.
Mr. H. E. Hall	Drawing Master.
Mr. S. Locker	Music Master.

Candidates for admission to this college must pay 5*l.* and pass the entrance examination. If they gain a first class they have allowances for travelling expenses to and from the college during their residence. This applies to candidates who present themselves for examination at Saltley. Those who, having been examined elsewhere and not succeeded in gaining admission, have to pay on entrance at Saltley a fee of 10*l.*

The examination at Christmas 1865 gives the following results:—

2d Year.—The students did very well in catechism and liturgy, teaching, and geography. In no subject did they fail to exhibit a fair proficiency.

1st Year.—The students did very well in catechism and liturgy and Euclid. In no subject did they fall below a fair standard.

The expenditure for 1865 was 3,792*l.* 17*s.* 4*d.*; reckoning this as on an average of 76 students, it would give 49*l.* 18*s.* 1*d.* as the cost per head.

The income was 4,035*l.* 15*s.* 7*d.*, of which the Government grant was 2,787*l.* 8*s.* 11*d.*

YORK AND RIPON TRAINING SCHOOL FOR MASTERS.

Inspected by Her Majesty's inspector, Rev. F. Watkins, and me in June. There were 50 students in residence, 24 in their second year, 25 in their first year, all of whom had passed the admission examination, and all but two had been pupil-teachers; one resident of the first year had not passed the admission examination. No reply was given to the inquiry as to the number admitted since the college was opened or the number now known to be employed in schools.

The teachers were:—

Rev. Geo. Rowe	Principal.
Rev. H. A. L. Grindle	Vice-Principal.
Mr. S. Crawley	Normal and Assistant Master.
Mr. R. Sutton	Music Master and Master of Model School.
Mr. E. H. Howard	Drawing Master and Master of Practising School.
Serjt.-Major Pinck	Drill Master.

Students are admitted on these conditions:—They must pay quarterly in advance 7*l.* during the first year, and without any further charge during the second year, beyond the sum of 2*l.* for washing.

The results of the examination at Christmas 1865, so far as they relate to this college, are as follows:—

2*d Year*.—Subject in which the students did well:—Catechism and liturgy, teaching, geography, and music. They did not show fair proficiency in mental arithmetic.

1*st Year*.—The students did well in catechism and liturgy, school-management, Euclid, and music. They failed to show fair proficiency in Holy Scripture, mental arithmetic, grammar, composition, history, and geography.

The expenditure for the year 1865 was 2,692*l.* 4*s.* 4*d.*, which, on 55 students, gives an average of 52*l.* 15*s.* 9*d.* per head.

The income was 2,690*l.* 13*s.* 8*d.*, of which the Government paid to the college 2,040*l.* 17*s.* 6*d.*

REPORT, *for the Year* 1865, *by Her Majesty's Inspector,* the Rev. E. D. TINLING, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMISTRESSES.

March 1866.

MY LORDS,

IN May last I commenced my inspection of the Church of England normal schools for mistresses. The following table gives the number and locality of these institutions, &c. :—

Name of Normal School.	Number of Students sanctioned in College.	Staff.					Number of Students left in past Year.	Number of Preparatory Pupils in College.	Number of First Year Students actually present.	Number of Second Year Students actually present.	Total present.
		Chaplain and Clerical Lecturer.	Lady Superintendent or Matron.	Governesses.	Teachers of Model and Practising Schools.	Male Teachers not Clerical.					
1. Bishop's Stortford, Rochester Diocesan.	57	1	1	3	2	—	1	—	25	32	57
2. Brighton, Chichester Diocesan.	49	1	1	3	2	—	—	—	19	27	46
3. Bristol and Gloucester, Fishponds.	80	2	1	3	2	—	—	—	38	40	78
4. Cheltenham -	59	1	1	2	2	4	—	1	27	31	59
5. Derby, Lichfield Diocesan.	42	1	1	3	2	—	—	—	24	20	44
6. Durham Diocesan.	46	1	1	2	2	—	2	2	29	16	47
7. Home and Colonial.	140	2	1	3	4	5	—	—	91	48	139
8. Lincoln Diocesan.	40	1	1	2	1	—	2	—	16	21	37
9. Norwich Diocesan.	40	1	1	4	2	—	—	5	21	19	45
10. Ripon, York and Ripon Diocesan.	60	1	1	3	2	—	1	—	33	28	61
11. Salisbury Diocesan.	67	1	1	3	1	—	—	—	28	34	62
12. Truro, Exeter Diocesan.	34	1	1	2	2	—	—	4	15	12	31
13. Warrington, Chester Diocesan.	100	1	1	4	2	1	1	—	50	48	98
14. Whitelands -	109	2	1	3	4	—	1	—	54	53	107
Total -	923	17	14	40	30	10	8	12	470	429	911

I am desirous in this, my first report, of recording the impression which has fixed itself on my mind throughout the course of my official visits to these various training schools.

Real honest work is the one marked feature in these normal schools. There is, as a matter of course, much uniformity in the work in which the students are engaged, and in the general character of the institutions themselves;

but by far the strongest mark of similarity exists in the earnest struggle for success amongst the governesses and students, who each in her different sphere seems to have realized the responsibility of her position, and the necessity of application and study.

In each institution which I visited the students under training, and the governesses by whom they are taught, appear to be conscientiously fulfilling the purpose for which your Lordships' grants are annually made.

The governesses who have been selected are persons of known ability and high moral and religious character; and the report given by the various committees and chaplains of the manner in which their duties are performed has been, without exception, satisfactory.

I have therefore simply to state that I find the Church of England normal schools for females maintained with vigour, with full confidence in the good which is effected through the system of training schools, and, moreover, with full confidence in the continuance of that success which for so many years has resulted from them.

Buildings.

The buildings of many of these normal schools are excellent, airy, well drained, with sufficient space, and with the requisite appliances for industrial work. The practising schools in many instances form a portion of the premises.

The buildings at Norwich and Cheltenham are at the present time the least effective; though at Cheltenham there is an extensive exercise ground. At the Home and Colonial school, Gray's Inn Road, additional space would be found most useful, though I fear any enlargement of the premises would be almost beyond possibility, owing to the extreme value of ground around King's Cross.

The model school in addition to the practising school is only to be found at Whitelands and at the Home and Colonial.

It is owing to a very great extent to the care which has been taken with the sanitary condition of the buildings that the health of the students has been on the whole so good.

Health.

As there appears to be a very erroneous impression abroad respecting the effect of the two years' training in normal schools upon the general health of the students, I have extracted from my note book the statements made to me by the medical attendants at the different schools on this subject.

Bishops Stortford.—The following opinion was given by the medical man attending the students.—I do not consider the work of the students to be in any way injurious to their health, *e.g.*, the health of the students

in their second year's residence is better than in their first year. The most weakly time is during the first three months after admission.

Brighton.—The medical attendant was absent, but the account of the health of the students given to me by the managers was satisfactory.

Bristol and Gloucester.—The M.D. of long standing at the school speaks of the health of the students being tried at first; it may be from change of diet, or from less exercise than heretofore; but he does not consider the health of the students to suffer from the two years' training, far from it, unless it be in some exceptional case where the student has been delicate on admission.

Cheltenham.—M.D. absent from Cheltenham at the time of my visit. The head governess, Miss Reynolds, looks upon the first six months as the most anxious time with regard to the health of the students, and states that the work on the whole is not too much for them.

Derby.—The health of the students is on the whole very good; the work does not appear to be too much for their health; and, as a rule, the students leave the institution at the end of two years stronger than when they entered.

The more anxious time, as far as health is concerned, is within the first three months. The above statement was made to me by the medical attendant at the normal school.

Durham.—M.D. considers the students more apt to fail in health during the first six months than afterwards, and except in the case of a few less healthy students on admission, that they leave the training school in better health than when they entered.

Theoretically the work may appear to be too great, but practically such is not the case.

The fault (he suggests) has been in admitting a few doubtful cases in the first instance.

Home and Colonial.—The medical attendant gives his opinion that the two years' training is in no way injurious to the health of the students; the earlier months of a student's residence are the most trying to health. Any total breakdown in health has been owing (as a rule) to illness not caused by training.

The Rev. Mr. Evans (senior chaplain) informed me that whilst the health of the students in no way suffered from the two years training, he had frequently been told of teachers, after leaving the normal schools, suffering in health in their early years of school teaching from some of the following causes:—Want of nutritious and wholesome food; want of management in their household affairs at starting; from over anxiety and labour in getting their first schools into order.

Lincoln.—The opinion of M.D. is that when the health of the students is good on admission the work is not in any way injurious. In a few cases of doubtful health the work at the end of each year seems to press rather heavily, but more at the end of year I. than at the end of year II.

Norwich.—The medical man, who had attended at the college for more than six years, stated that the first three months' training seemed to tell a little upon the health of the students, perhaps from the employment being more sedentary than that of a pupil-teacher, or from the more accurate brain work, but after three months the health of the students was quite equal to the work which they had to do.

Ripon.—The health of the students is reported by the medical attendant to be on the whole good. The work is no way too great. In the case of any girls who are sickly at the time of admission their health decidedly improves whilst they are under training.

Salisbury.—M.D. states that the end of years I. and II. are both trying to the health of the students, owing to the work which they have to do for their Christmas examination.

Truro.—The health of the students is stated by M.D. to be on the whole good. At times some of the girls complain of headache, but there is no reason to suppose that the work is too much.

Warrington.—The medical man does not consider the work to be too much for the health of the students, unless there be any latent constitutional infirmity. In these cases he considers the pressure of the second year's training to be rather too great on those girls who are naturally dull, and who therefore on this account require to pay additional attention to their studies.

Whitelands.—Opinion of the medical attendant is that the health of the students improves during the second year's training, and in no case (so to speak) do students who are strong on admission* fail in health from any pressure of intellectual work. The work is in no way too great for the students owing to the good sanitary arrangements.

In connexion with the health of the students there are two points to which, in my opinion, additional attention might still be given by the authorities of the training schools—

1. The necessity of regular and sufficient hours of recreation;
2. The far more frequent use of the bath.

The latter has been reserved in many instances for the sick, and is therefore practically unused. The former requires to be unceasingly brought before the notice of the students as well as of the governesses, and especially in the early months, after admission of fresh students.

The course of study.

The course of study appears to be altogether within the power of the chaplain and governesses, whilst at the same time it is equally within the grasp of the students; and I am assured that it would be simply impossible to increase to any great extent the time spent by the students of the second year in the practising schools, if proper supervision is to be given to those students.

The only subject about which there appeared to be any desire for change, or any anxiety in the preparation for the Christmas examination, is English history. The extent of ground over which it is essential to take the students before

* Upon the subject of admission in connexion with health, the Principal of the Bristol and Gloucester normal school assured me that in the provinces *at times* a great difficulty existed in making a proper scrutiny of the candidates for admission, owing to the fact that the list of successful candidates was published so immediately before the opening of the training schools, as it was in no way uncommon in those training schools, where more candidates are presented than can be admitted, for a girl who had been successful in her examination, but whose health was less good than the health of other students, to be refused admission at the last moment, after the publication of the Government list of successful candidates, and that this girl therefore seeks admission at any college in which there might be a vacancy, and in that college in which a vacancy actually exists, and a candidate seeks admission, it is a matter of no little difficulty to refuse admittance unless there is something positively wrong in the candidates.

any certainty of success can be relied upon was one of the reasons assigned. Your Lordships' statement in the syllabus of examination, that "no question will be set except such as can be answered from the text-books in common use," may be considered as a sufficient guarantee on this subject.

In 13 out of the 14 normal schools under my inspection I found a very strong feeling to prevail against any reduction in the second year's examination; and I would express my own fear that should a subject even like English history be left to itself, and not included in the examination schedule, "however great its inherent interest and importance" may appear, it would soon not only be untaught, but almost entirely unknown.

Class teaching.

The system at present adopted, by which the second-year students exhibit their power as teachers before Her Majesty's inspectors at their annual visits, appears to be open to improvement. I trust that in my next report, after further consultation with the training school authorities, I may be able to lay before your Lordships some plan which may meet your approval.

I most fully agree with Canon Cook, that "upon the "whole the estimate of a teacher's powers arrived at by the "present system is generally correct." Yet I find such diversity of practice in connexion with the present plan, and such want of confidence in it as a real gauge of a teacher's power, that I consider some alteration to be essential. At the present time the lessons given by the students in some training institutions are really the completed work of the teacher of method; in others they are delivered without any such supervision, and are (as I think rightly) the simple result of the previous teaching on method, stamped by the genius and individuality of the different students, but in no way supervised by the authorities previous to being given by the students.

In one training school I was officially informed that the time and labour expended on the preparation of these special "notes" had greatly interfered with other important studies; whilst in another institution sufficient attention had not been given to this subject to ensure success.

I consider this class teaching as a matter of very great importance; but I believe, without in any way lessening the practical insight which is thus given to Her Majesty's inspectors of the students' manner and power with a class of children, that some alteration may be made with real advantage to all parties.

Staff of teachers.

The staff of teachers in the different normal schools appears to have been selected with great care and judgment, and with a clear insight into the amount of work which is required to be done.

I feel very strongly with Canon Cook that the "actual "number of governesses employed must be kept up, and "should be insisted upon as a condition of Government "grants," and I am anxious to record my opinion in this my first report, as I have already observed a desire to lessen rather than to strengthen the present teaching power.

Industrial work.

The students in each normal school clean and dust (not scrub) their own dormitories; keep clean the lecture and class rooms; gain some slight insight into cooking; wait upon one another at meals, prepare the tables, wash up the breakfast, tea, and supper things; iron, and sometimes wash, their fine linen.

This is largely added to at Ripon, where "all the students "in the institution, with the exception of six attending the "practising schools, and one first-class monitor, go into the "washhouse for an hour and a half at a time, one-third "of students on each Monday, one-third on each Tuesday, "and one-third on each Wednesday, and 26 students spend "1½ hours in the ironing room once a week."

At Warrington and Bristol "the students iron and mangle "all their own linen." At Warrington, in the kitchen by the side of the fire-place, a large slate is let into the wall, upon which is written, day by day, the weight and quantity of the materials required, together with the time allowed, for making the various dishes for the students' dinner; and, whenever possible, the students are taught to weigh out the different materials before they use them.

Behaviour of students.

No subject can really be of greater importance than the behaviour of the students during the time of their residence in the normal schools, and after they enter upon their first schools. The reports made to me by the local authorities respecting the time passed under training are most satisfactory; in the great proportion of schools the account given has been without exception "good." In two cases only was the report modified by "on the whole, good;" indeed I am convinced that the behaviour of the students is really "good;" and as far as I have been able to obtain information the conduct and character of these young women after they enter upon their professional work as teachers are highly satisfactory. I trust another year to gain fuller information on this head.

Number of resident students.

In the 14 Church of England normal schools accommodation is provided for 923 students (*vide* Table, page 422); at the time of my visit there were actually present 899 students, in addition to 12 preparatory students who were working hard for the Christmas examination for admission; 8 students had left during the current year. Out of the 899 students actually examined by me 429 had been under training for a period of more than one year, and therefore completed their two years' training at Christmas last, when they left the normal schools; whilst 470 were students during their first year's residence, and, with the exception of 25 students from the Home and Colonial (who were being trained specially for infant schools and only for the period of one year) will all (*i.e.* 445) continue for a second year's training.

With 445 students in residence, and accommodation for 923 there would naturally be 478 vacancies to fill up in January last. The result of the Christmas examination of candidates for admission shows that 529 passed with success, 237 gained the first class and 292 the second class.

The number of young persons seeking admission is therefore in excess of the number for whom accommodation is provided. We may therefore be satisfied that in the present year the training schools will be completely full, and that the training of female teachers is at this time really valued throughout the country.

I append a table of the terms on which students are admitted to the different training schools.

Names of Normal Schools.	Terms for Students who have passed the Government Examination for Admission.	Terms for Private Students who have not passed Preliminary Examination.
Bishop's Stortford	3*l.* entrance fee for first-class students	No arrangement made.
" "	5*l.* " " second-class "	
Brighton	6*l.* entrance fee; no other expense except books and stationery.	20*l.* for each student.
Bristol and Gloucester.	4*l.* entrance fee for first-class pupil-teachers	20*l.*
" "	6*l.* " " second-class "	
" "	6*l.* " " first-class, not "	
" "	8*l.* " " second-class, not "	
Cheltenham	10*l.* for each student	25*l.* for first year; 20*l.* for second year
Derby	2*l.* for books for all students who enter for two years.	
"	5*l.* fee for those who enter for one year as infant school teachers.	
Durham	5*l.*	22*l.* 10*s.*
Home and Colonial	140 students admitted free	25*l.*
" "		20*l.* if an ex-pupil-teacher.

Names of Normal Schools.	Terms for Students who have passed the Government Examination for Admission.	Terms for private Students who have not passed Preliminary Examination.
Lincoln	All free	20*l.* per annum.
Norwich	All free	20*l.* until 1865; in future, 35*l.*
Ripon	5*l.*, in quarterly payments	18*l.* per annum.
Salisbury	4*l.*, paid half-yearly, for first-class students	18*l.*
"	6*l.*, " " second-class "	
Truro	All free at this time	20*l.*
Warrington	4*l.* per year 1 for first-class students	If ex-pupil-teacher 16*l.*
"	2*l.* " 2 " "	
"	5*l.* " 1 for second-class students	If not ex-pupil-teacher, 18*l.* for first year, and 2*l.* or 3*l.* for second year, according to class.
"	3*l.* " 2 " "	
Whitelands	5*l.*	

The income and expenditure of the different colleges is given in the following table, which shows the amount of aid afforded by your Lordships to each separate training school, and also the sum raised by fees, and from local sources. The expenditure is simply given as a total sum.

Name of College.	Average Number of Students.	Income.									Expenditure.		
		Government Grant.			Fees.			Miscellaneous.			Total.					
		£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Bishop's Stortford.	57	1,443	17	5	95	0	0	530	8	7	2,069	6	0	2,033	8	9
Brighton	46	1,121	19	6	134	0	0	206	3	0	1,462	2	6	1,457	9	2
Bristol	78	1,493	7	10	281	0	0	380	13	3	2,155	1	1	2,020	13	0
Cheltenham	59	1,357	0	10	280	0	0	209	16	9	1,846	17	7	2,026	0	7
Derby	42	1,071	16	0	75	8	0	505	12	9	1,652	16	9	1,499	6	3
Durham	48	1,031	3	10	192	16	6	253	2	9	1,477	3	1	1,530	12	8
Gray's Inn Road	139	3,964	11	11	-	-	-	1,370	1	11	5,334	13	10	5,339	3	6
Lincoln	40	862	5	2	15	0	0	381	11	9	1,258	16	11	1,242	11	4
Norwich	45	1,044	14	3	82	0	0	290	14	5	1,417	8	8	1,534	7	0
Salisbury	62	1,446	19	3	181	0	0	211	13	4	1,839	12	7	1,649	8	4
Truro	31	614	1	4	52	0	0	157	6	6	823	7	10	821	16	0
Warrington	99	1,976	0	3	303	0	0	206	10	5	2,485	10	8	2,670	1	1
Whitelands	109	2,819	15	8	281	10	0	877	12	6	3,978	18	2	3,867	0	10
York and Ripon	61	1,149	14	2	165	0	0	382	18	6	1,697	12	8	1,727	6	7
Total	916	21,397	7	5	2,137	14	6	5,964	6	5	29,499	8	4	29,419	5	1

I have the honour to be, &c.
E. DOUGLAS TINLING.

To the Right Honourable
The Lords of the Committee of Council on Education.

Special Reports.

BISHOPS STORTFORD.

Visited in July with the Rev. C. I. Robinson.

The premises are very good, with nice grounds. The schools for girls and infants form a part of the college buildings. Number of students present, 57, 25 in the first year and 32 in the second year of residence.

The staff:—

Rev. Arthur Blunt, B.A.	Chaplain, &c.
Mrs. Bush	Lady Superintendent,
Miss Atkinson, Miss James, Miss Browne	Governesses.
Miss Sell	Mistress of Girls' School.
Miss Tugwell	Mistress of Infant School.
Mr. E. C. May	Teacher of Music.

The practising schools were weak at the time of our visit. The amount of industrial work done by the students is not great.

Fee for admission, 3*l.* for candidates who obtained a first class at Christmas, and 5*l.* for those in the second class. The average salary obtained by students on leaving the college, 40*l.* or 45*l.* per annum, with a share of the grant made by Government, and furnished apartments.

BRIGHTON.

Visited in October with the Rev. R. L. Koe.

Number of students present 46, 19 of whom were in their first year of residence, and 27 in their second year.

Buildings, on the whole, good. In the practising schools (which form a part of the premises) some little alteration is required in the class-room attached to the mixed school, so as to afford additional light and a readier access for the supervision of the children by the head teacher.

The staff:

Rev. H. Hubert Wyatt, M.A.	Chaplain and Secretary.
Miss Foster	Lady Superintendent.
Miss Daniels, Miss Cooke, Miss Miers	Governesses.
Miss Smith, Miss E. Lyon	Teachers in the Practising School.
Mr. White	Drawing Master.
Mr. Spencer	Music Master.

Industrial work not extensive.

Fee of admission, 6*l.* for two years. Average stipend obtained by the students on entering schools, 40*l.*, and house.

BRISTOL AND GLOUCESTER (Fishponds).

Visited in May, with the Rev. Rice Byrne.

The buildings, which include practising schools, good. The supply of water at times insufficient; 78 students present at the time of inspection; 38 in year one, 40 in year two.

The staff:—

Rev. Wm. Smith, M.A.	Principal and Secretary.
Rev. W. de Lancey Lawson, M.A.	Honorary Lecturer.
Miss Manby	Matron and Head Governess.
Miss Windsor, Miss Thorne, Miss Jenkyn	Assistant Governesses.
Miss Litton, Miss Cambridge	Mistresses of the Practising Schools.
Mr. Rootham	Music Master.

The health of the students requires care. Industrial work fair. Fee of admission, if formerly pupil-teacher, 4*l.* and 6*l.*; if not formerly pupil-teacher, 6*l.* and 8*l.*; the difference in the amount of payment depending on the candidate's place upon the class list.

Average salary of students on leaving normal school, 50*l.* and house.

CHELTENHAM.

Visited in September with the Rev. Rice Byrne.

Students in college 59; 27 in their first year of residence, 31 in second year, and one student preparing for admission at Christmas following. The premises were formerly used as a hospital, and are as convenient as they can be made without additional buildings. The exercise ground is spacious and airy.

The practising schools for girls and infants are at some little distance. The infant school at the time of my visit required additional care and supervision.

The staff:—

R. M. Chamney, B.A.	Principal, &c.
Miss Dobson	Matron.
Miss Reynolds, Miss Hutchings	Governesses.
Mr. Ross, Mr. Gill, Mr. Sutcliff, Mr. Brereton	Lecturers.
Miss Cooper	Teacher of Girls' School.
Miss Machell	Teacher of Infant School.
Mr. Knight	Drawing Master.

Industrial work not much.

Fee of admission, 10*l.*

Average salary of teachers leaving normal school, 54*l.*

DERBY.

Visited in June with the Rev. J. J. Blandford.

Buildings good, with nice garden and exercise ground. The practising schools adjoin the training school premises.

Number of students present, 44; 24 residing for their first year, and 20 keeping their second year's residence.

The staff:—

Rev. Canon Latham, B.D.	Principal and Secretary.
Miss E. Edwards	Lady Superintendent.
Miss Bradshaw, Miss Crofts, Miss Bushell	Governesses.

Miss Wilcockson	-	Teacher of Girls' School.
Miss Sawtell -	-	Teacher of Infant School.
Mr. Adlington -	-	Music Master.

The students iron all their own clothes, and scrub their own dormitories, in addition to their other industrial work.

Fee of admission, 2*l.* for books and stationery. Average salary obtained by students on leaving the college, 40*l.*, and furnished lodgings.

DURHAM.

Visited in September with the Rev. C. W. King.

Buildings:—The timbers supporting the floors of the dormitories, appear to have been insufficiently strong for the weight which they have to bear. The lecture rooms are placed on the south side of the building, and the living rooms of the lady superintendent and the governesses on the north side. The practising schools are within a few yards of the college grounds.

There were 47 students in residence; 16 second-year students, 29 first year students, and two working for the Christmas examination for admission.

The staff:

Rev. W. H. Walker, M.A. -	Principal.
Miss Baird - -	Lady Superintendent.
Miss Richardson -	Governesses.
Miss Flavell -	Governesses.
Mr. Martin - -	Music Master.
Mr. Newton - -	Drawing Master.
Miss Henderson -	Teachers of the Practising School.
Miss Haugh - -	Teachers of the Practising School.

Industrial work not very much.

Fee of admission, 5*l.* Average salary of teachers on leaving training school, 48*l.* 10*s.*

HOME AND COLONIAL.

Visited in May and November with the Rev. M. Mitchell.

The buildings are planned with much care. The amount of educational work carried on within these premises is altogether in excess of any other training school.

In this institution there are four separate and distinct objects, to which the managers have given their attention.

I., the training of 140 students for schools in connexion with the Government; II., the teaching a body of young persons to fill the office of private governess; III., the educating young persons under the age of 18 years; IV., the providing a temporary home for teachers formerly trained, but not certificated, who require some additional instruction.

The first of these objects alone is under inspection. The staff consists of male and female teachers, the only resident male teacher being the assistant chaplain.

Three of the masters teach in all the departments. The model and practising schools form a portion of the training school premises, and consist, 1, of a model, mixed, and infant school; 2, a mixed and infant practising school; 3, mixed middle-class school of young persons of all ages, but no young persons can be admitted into this upper school unless they have passed upward from one of the other schools, or be under the age of 10 years.

The staff:—

Rev. J. J. Evans	Chaplain and Correspondent.
(Vacant)	Assistant Chaplain.
Miss Hooker	Matron.
Miss Lewis, Miss Chesser, Miss Pugh	Governesses.
Mrs. Grimson	For needlework.
Mr. Dunning, Mr. Reiner, Mr. Coglan, Mr. Tegetmeier, Mr. Hassall	Lecturers.
Miss E. Mills	Teacher of Drawing.
Mr. E. C. May	Teacher of Music.
Miss Lord	Mistress of Model Mixed School.
Miss Darlington	Mistress of Model Infant School.
Miss Chaplin	Mistress of Upper Practising School.
Miss McQuinston	Mistress of Lower Practising School.
Mr. Coghlan	Master of Middle-Class School.

Admission to the training department under Government inspection, free.

Average salary of students on leaving college after two years' training, 40*l.* and furnished lodgings.

Mem.—The three classes of young persons who are not included in the 140 students preparing for the Government examination do not live within the training school, but use the normal school buildings for class teaching.

LINCOLN.

Visited in October.

Buildings good. The practising schools form a part of the premises. The number of students present, 37; during the first year's residence 16, and in the second year 21.

A very fair amount of industrial work is done by the students.

The staff:

Rev. H. Nelson, M.A.	Principal and Superintendent.
Miss Hedges, Miss Myers	Governesses.
Miss Scott	Teacher of Practising School.

Admission free.

The average salary of teachers entering on schools, 43*l.* per annum.

NORWICH.

Visited in May with the Rev. F. Meyrick.

The premises are only considered as temporary; they are small, but they have been made as convenient as space will allow. The practising schools are at some little distance from the training school.

The number of students present 45, of whom 21 were first-year students, 19 second-year students, and 5 were preparing for the Christmas examination to be admitted as Government students.

The staff:—

Rev. W. Cufaude Davie, M.A.	Chaplain.
Miss Bunbury	Lady Superintendent.
Mrs. Boswell, Miss Sparke, Miss Butler, Miss Davis	Governesses.
Miss Mills, Miss Tottman	Teachers of the Practising Schools.
Mr. Rudd	Music Master.

Drawing taught by master of School of Art.

All candidates who pass the Government examination for admission are free.

Average salary of teachers on leaving normal school, 40*l.* and rooms.

RIPON.

Visited in October with the Rev. H. A. Pickard.

The buildings very good. The supply of water is at times rather scanty, The practising schools are at a little distance from the college. There is great need of a class-room to be added to the infant school.

Number of students present, 61 (33 in first year, 28 in second year).

The staff:—

Rev. E. B. Badcock, B.A.	Principal and Chaplain.
Mrs. Sheffield	Lady Superintendent.
Miss Taylor, Miss Mustard, Miss Womersley	Governesses.
Mrs. Trinder and an assistant certificated mistress have charge of the Practising Schools.	
Mr. Watson	Music Master.

The students do all their own washing and ironing, in addition to their other household work.

Fee of admission 5*l.*, in quarterly payments during the first year.

Average salary of teachers leaving institution, 48*l.*, and about half of them have a house free.

SALISBURY.

Visited in June with the Rev. J. W. Nutt.

Buildings are very good. The practising schools are at some little distance from the college.

Number of students 62, 28 in their first year and 34 in their second year's residence.

The staff:—

Rev R. Philipps	Chaplain and Lecturer.
(Vacant)	Lady Superintendent.
Miss Jackson, Miss Yelf, Miss Stevens	Governesses.
Miss Wheaton	Teacher of the Practising Schools.
Mr. Tiffin	Teacher of Drawing.

Industrial work carefully attended to.

Fee of admission 4*l.* and 6*l.*, the difference in amount depending on the class obtained by the candidate.

Average salary of students leaving normal school, 40*l.* or 45*l.* and furnished house.

TRURO.

Visited in September.

Buildings very good, with practising schools adjoining. Up to the present time the parents have not availed themselves as much as they might have done of these schools.

Number of students 31; 4 preparing for admission, 15 students in their first year's residence, and 12 in their second.

The staff:—

Rev. J. M. Murray, M.A.	Chaplain.
Miss Taylor	Lady Superintendent.
Miss Wilkinson, Miss Tosland	Governesses.
Miss Monkton, Miss Poppleston	Teachers of the Practising Schools.
Miss Dunn	Music Mistress.
Mr. Griffith	Drawing Master.

Industrial work fair in amount.

Admission free.

Average salary of teachers on leaving training school, 45*l.*

WARRINGTON.

Visited in May.

Buildings good, including large practising schools. The students in this institution all dress alike, a small sum being put aside by each student to meet the expenditure.

Number of students present 98, 50 in their first year, 48 in their second year.

The staff:—

Rev. H. C. Stubbs	Principal.
Mrs. Baker	Lady Superintendent.
Mr. Baker	Normal Master.
Miss Goddard, Miss McAllan, Miss Leicester, Miss Kewley	Governesses.
Mrs. Sedgwick	Housekeeper.
Miss Wallet, Miss Shaw	Teachers in the Practising Schools.
Mr. Thompson	Teacher of Drawing.

The students iron and mangle all their own linen, in addition to their other industrial work.

Fee of admission—

4*l.* for first year, 2*l.* for second year	1st class scholars.
5*l.* for first year, 3*l.* for second year	2nd class „

Average salary obtained by students leaving college, 40*l.* and lodgings.

WHITELANDS.

Visited in May and November with Rev. James Fussell.

Buildings very good. Model and practising schools attached.

The number of first-year students 54, of second-year students 53; total present, 107.

The staff:—

Rev. Harry Baber, M.A. - -	Chaplain and Secretary.
Rev. Edmund Worledge, M.A. -	Lecturer, &c.
Mrs. Harris - - -	Lady Superintendent.
Miss Gillot - - -	Governesses.
Miss Bailey - - -	
Miss Stanley - - -	
Miss Rees - - - -	Mistress for Drawing.
Mr. E. C. May - - -	Teacher of Music.
Miss Pearman - - -	Governesses of Practising Schools.
Miss Chester - - -	
Miss Loveless - - -	
Miss Bowes - - -	Governess of Model School.

Industrial work not extensive.

Fee of admission 5*l.*

Salary obtained by students on leaving college is stated to be "uncertain." No average given.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, J. D. MORELL, Esq., LL.D., *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD, SOUTHWARK, *for* SCHOOLMASTERS, *and at* STOCKWELL *for* SCHOOLMISTRESSES.

MY LORDS,

IN company with my colleague, Mr. Scoltock, I visited the Borough Road and Stockwell Normal Schools, during the week beginning September 25th, 1865

BOROUGH ROAD.

Our first duty was to take a general survey of the *premises*. These remain precisely as they were last year. Every care appears to have been taken to overcome the natural disadvantages of the situation, and to render them as healthy as the circumstances admit of. The ventilation of all the dormitories *now in use* is good, and the class-rooms appeared to me to be well-aired and healthy. Premises.

The past year presents by no means an unfavourable comparison with former years in regard to the health of the students. With exception of two cases referred to in the letter below, there has been no serious interruption to the course of study in consequence of illness; and most of the students appeared to me in as full enjoyment of bodily vigour as the wear and tear of the year's work would naturally permit. The following is the report of the medical attendant:— Health.

"40, Newington Causeway,
October 2nd, 1865.

"SIR,

"I AM desired to report to you the health condition of the inmates of the Normal College, Borough Road.

"In connexion with so many young men I am, of course, consulted frequently, but with an exception or two the cases were all of the most trifling kind, slight functional disorders or the like. Two cases only were severe, one not very severe and quite recoverable, the other a low gastro-enteric fever, with chest complications (Crowther). I am led to hope that this case, apparently at first hopeless, may be recoverable.

"I am, Sir,
"Your obedient servant,
"WILLIAM RENDLE,
Surgeon."

"To Dr. Morell.

During the past year there have been 44 second year and 35 first year students in residence. This is about *one-fourth* less than the premises are designed to accommodate, and for which a full teaching staff is provided. The number of candidates for scholarships who have been examined for admission in 1866 gives no prospect of any Attendance.

increase for the next year. There is, in fact, some apprehension on the part of the authorities that the great diminution of pupil-teachers since the introduction of the New Code, together with the method now adopted for reimbursing to the college the cost of training, may lead to serious pecuniary complications in the future conduct of the institution.

Staff.

The staff of teachers in the normal school is the same as last year. Mr. Curtis, the principal, continues to take the lectures on school management, history, and grammar; and besides this, presides at the criticism lessons, which are given by the students in the practising school. His duties include, likewise, instruction in reading, composition, and the rudiments of Latin. These multifarious duties he continues to discharge with the same vigour which has ever characterised his mode of instruction and examination. Mr. Smith, the vice-principal, presides over the whole mathematical department with his accustomed efficiency, together with whatever of natural philosophy and political economy can be included in the two years' course of study. The whole of the geographical department falls to the share of Mr. Barkby, with instruction and practice in the art of mapping, in which last the students show, generally, great aptitude and neatness of execution. He teaches, likewise, the elements of music, and superintends the musical practice. The assistant tutor gives his assistance in the more elementary work, wherever it is specially required. Regarded as a large family, the institution still enjoys the advantage of Mr. Saunders' superintendence. His testimony as to the moral character and general good conduct of the students is very satisfactory, showing at once the efficacy of his counsels on the one hand, and their readiness to receive them on the other.

Professional teaching.

Every student of the first year spends a full month in the practising school, and every student of the second year a full fortnight.

The method adopted for giving as much professional knowledge as possible, and of correcting any faults in the practice of teaching, is shown in the following account, handed to me by the head master of the model school:—

"Borough Road Training College.

"*Report of Head Master of Practising Schools.*

"September 30th, 1865.

"1. Students from the college come into the practising school by divisions, and stay in it for a fortnight. The junior students attend twice a year, and the senior students once.

"2. Immediately on entering the school each student is appointed to a section of boys, and assists the pupil-teacher connected with the section in all the various portions of his work. He gives collective lessons in the galleries, teaches in the drafts and desks, helps to make up the registers, and also superintends the school changes and manual exercises in his turn. In all these proceedings he is under the direct inspection of the head master.

"3. Every junior student during his stay in the school is required to prepare full notes of several collective lessons, and to give these lessons under the observation of the head master.

"4. Notes are taken of the attendance, conduct, and teaching and governing power of the students while in the practising school, and from these notes a report concerning each student is drawn up by the head master, and entered into a book kept for the purpose; this book is periodically presented to the secretary and to the principal of the college, for their inspection.

"J. Langton, M.A.,
"Head Master Boys' Practising Schools."

The practice thus acquired together with the criticism lessons, conducted by the principal, appears to me to combine about as much professional instruction as is compatible with the other portion of every student's annual work, and the prospect of passing successfully at the ensuing examination.

Model lessons.

A considerable portion of time was occupied by Mr. Scoltock and myself in hearing model lessons given by the second year students. Three drafts of such lessons were handed in by each student, all of which were very carefully prepared, and for the most part beautifully written out. The subjects were varied, including lessons on objects, geography, grammar, arithmetic, reading, &c.; and the style both of teaching and questioning, though by no means uniform in tact and intelligence, still showed that the whole subject of method had been carefully considered, both in its principles and application.

Reading.

The reading of the second year students was generally *good*, very decidedly so. That of the first year students by no means so perfect. More than a year is usually required to overcome the effect of provincialism, and to reduce the pronunciation of English to a uniform standard of accuracy.

Drawing. Music.

The only opportunity I had of seeing the drawing of the students was in the course of the model lessons, which were in many cases illustrated in chalk on the black-board. The illustrations were generally very well done, and with a readiness and rapidity which showed that the student possessed sufficient facility in pictorial illustration to be of great service to him in the course of his after professional employment. The great importance to a teacher of this

particular mode of illustration was very clearly brought to view, and I am glad to learn that the result of the more technical art examination has since proved very satisfactory. My time did not permit me to assist at any of the ordinary music lessons, but Mr. Barkby informed me that he continued to conduct this department much as usual, and the general character of the music papers at the last December examination show a very marked improvement upon the last two or three years.

Model school.

I have sent in my report of the model school elsewhere. The numbers, order, discipline, and general efficiency of this school have been maintained as usual, and the head master, Mr. Langton, continues equally diligent in the superintendance he exercises over the students while under his especial care.

Stockwell.

Premises.

With regard to the premises, the normal school at Stockwell is everything that could be wished. The heating and ventilation throughout the passages, bed-rooms, &c. appear to be quite unexceptionable. The large hall, I am informed, is not ventilated as fully as it ought to be, and becomes close and unpleasant when any large number of persons has been exhausting the air for an hour or two. Nothing could be easier than to open one or two ventilators near the roof.

Health.

The number of students in residence during the past year has been 94, of whom 48 are of the second year and 46 of the first. These have occupied nearly the whole of the available room in the institution.

Staff.

The teaching staff, independently of Mr. Wilks, the general superintendent, consists of four female teachers, each of whom undertakes one principal subject, together with one or more of the subordinate subjects of instruction. Miss Scott, the senior teacher (or we might call her perhaps the principal), teaches history and school management, exercising a general superintendence over the more strictly professional education of the students, and testing their ability by weekly criticism lessons in the model school. Miss Boulton takes geography and music; Miss Steele, arithmetic and needlework; and Miss Fish, grammar and drawing. In the latter department, it may be noticed in passing, the students have done remarkably well, though having at present no instruction from any professional teacher. In addition to the above, Miss Potter and Miss

Ryder respectively superintend the model girls' and infant schools. From what opportunities I had of seeing the institution at work, and of hearing some of the ordinary lessons in each department, I may say without any hesitation that the instruction is characterised by intelligence as to its matter, and a good deal of effective vigour in its application. The points mainly dwelt upon appeared to me to be *practical* ones, and the mode of teaching at once *demanded* and *secured* attention on the part of the students.

Practical teaching.

The arrangements for giving practice and experience to the students in the model schools are precisely the same as those already explained in the letter of Mr. Langton as employed at the Borough Road. Every one of the students, both in the first and the second year, acquires a fair share of professional education, as much perhaps as can be managed under the circumstances of the case. The notes of lessons prepared by the second year students were very similar to those of the male students at the Borough Road. They were formed rather more upon a fixed type, and pervaded by what I may term somewhat more of *mannerism*. The materials were, however, carefully put together, and in a large number of instances drawn out in the process of teaching with a good deal of ability and spirit.

Reading and recitation.

In the reading and recitation I noticed here also a rather marked difference between the first and second year students. No doubt the length of residence is one principal cause of this, but it is also a matter of observation that there cannot be now the same *selection* exercised in the admission of Queen's scholars as was the case when the number of pupil-teachers was greater, the applications for admission more numerous, and the sifting process proportionally more strict and effective.

The only other subject on which I need to make any remark is the domestic economy. There is a course of lessons given during the year on food and its preparation, on nursing, on the general laws of health, and other useful topics of a similar nature. So far as the institution allows this instruction is followed up by *practice*. Whatever of household work appears likely to be beneficial, either mentally or bodily, is performed by the inmates, and many hints no doubt gained which will prove useful in after life.

I only add, in conclusion, the letter of the medical attendant, which is more than usually satisfactory, as bearing testimony to the general good health of the students during the last year.

14, Stockwell Common,
October 5th, 1865.

"SIR,

"I BEG leave to inform you that the sanitary condition of the Stockwell Training College during the last twelve months has been excellent. The cases under my care have been few and unimportant, with the exception of one, a case of typhoid fever in a student of the name of Sandlands. I make separate mention of this case, not for the severity of the febrile symptoms, but on account of the development and rapid progress of pulmonary disease which took place during the attack. The lung disease was so decided and advanced at the end of the sixth week from the onset of the fever that there was no prospect of the patient's being able to resume her studies, and I consequently advised that she should be recommended to go home.

"Yours obediently,
"L. WEAVER,
"Medical officer of the College."

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* WESLEYAN NORMAL SCHOOL, WESTMINSTER.

MY LORDS, January 1866.

IN company with my colleague, Mr. Oakeley, I visited, in the week beginning on the 26th of November last, the Wesleyan Training College at Westminster.

Since the last report on this training college, one or two changes have taken place in its staff. Mrs. Akrill, the lady superintendent in the college, and Miss Brocklehurst, mistress in the infant practising school, have resigned their situations. Miss Brocklehurst's place is now filled by Miss Judson, Mrs. Akrill's by Miss Cape. The senior practising school has somewhat suffered by the long illness of its master, Mr. Bell. Mr. Bell's colleague, Mr. Holloway, master of the model school, has kindly given in the senior school all the help he could; but it was of course impossible for Mr. Holloway perfectly to suffice for the needs of two schools at once. Some loss this has caused in the examination; but a far more serious loss will be the withdrawal, if his illness continues, of Mr. Bell himself from the work of teaching in these practising schools. Mr. Bell is one of the best and most effective elementary schoolmasters I have known.

Mr. Oakeley and I found 121 students in residence, five less than last year. The two sexes are almost equally represented. There were 62 students in their first year, 59 in their second. In the arrangements for boarding and lodging there is nothing to call for fresh notice this year.

At the recent examination for admission to this training college, more candidates presented themselves than last year; 70 passed successfully, and have been admitted. They did not, however, pass so well as the candidates in former years. Their appearance in greater numbers than last year is satisfactory; it is one sign out of several that the educational wave, checked by the apprehension and disturbance caused by recent changes, is again rising. The growth of the country in wealth, prosperity, and intelligence has an almost irresistible tendency to make the school a more and more prominent object of interest; it is earnestly to be desired that the policy of the Education Department should be such as to work in accord with this tendency, to turn it to the best account, to help it on in the best possible manner. The falling off in the attain-

ments of the candidates for admission, and, so far as I have observed, of the pupil-teachers generally, is the fruit, now showing itself, of the time of alarm and unsettlement through which we have recently passed; it is most important to restore a confidence and a security which may strengthen studies again and save our supply of teachers from declining in point of acquirements while they are reviving in point of numbers.

Mr. Oakeley and I found, as I have said, 121 students in residence at our visit. The training college had begun the year with 127; eight of these were withdrawn, owing to illness or other causes, before December; 119 presented themselves for examination, and all passed. Of the first-year young men, one was this year placed in the first division, whereas last year not one was thus placed; of the second year, three were this time in the first division, against five last year. Of the other sex, six first-year students were this time in the first division, against only two last year; against six second-year students in the first division last time, there were four this. Of all the young men presented, only two fell into the fourth division this year; six fell into it last. Of the other sex, no student, either this year or last, fell into the fourth division. In the examination of 1864, Mr. Bowstead remarked the failure of the first-year young men in school management and penmanship; only 15·15 per cent. of them were marked as high as *fair* for school management, only 51·51 per cent. for penmanship; this year 80·00 per cent. reach *fair* in school management, 89·99 in penmanship. Mr. Bowstead remarked the failure of the first-year students of the other sex in four subjects,—history, grammar, composition, and arithmetic; the failure in grammar was the most signal; only 25·80 per cent. reached *fair*, against 97·22 in the examination of 1863. In the examination of 1865, I find that 61·28 per cent. have reached the mark *fair*, a lower rate than that of 1863, but a much higher one than that of 1864. In composition and arithmetic also there is a great advance upon 1864, though the rate of 1863 is by no means reached. In history there is a decisive, absolute improvement this time; in this subject only 19·35 per cent. reached *fair* in 1864, against 22·22 in 1863; but in 1865, 67·75 per cent. reach *fair*. The examination of the students, therefore, shows an improvement upon last year in all the matters then complained of.

Mr. Oakeley and I heard lessons given by all the officers of the training college. One important lesson, the criticism

lesson, has received a development which is valuable. In four of the practising schools criticism lessons are now given by the master of each school, Mr. Sugden giving them in the fifth school, the girls' school. There are thus many more criticism lessons; the number of students attending each is smaller, seldom now exceeding 15; and a much larger proportion of those who attend can in consequence be made to take part in the lesson.

With regard to the mathematical teaching, Mr. Oakeley, who speaks with considerable authority on this subject, handed me the following memorandum:—

"It appears to me that the mathematical training is not very satisfactory. The first-year students do no algebra, and only one hour a week is given to it in the second year. The elementary rules are omitted altogether, and the only point aimed at is to give certain empirical methods by which the questions in the last section of the paper on arithmetic (which depend in general on the solution of a simple equation) may be answered. According to this system the possible questions are divided into four or five general classes, and rules (of thumb) are given for each; by means of which the letter x and certain numbers are put into a sort of mill, out of which is ground a result by a process which appears to the wondering performer a species of legerdemain. It need scarcely be added that the whole machinery is forgotten in a few weeks by all who have not (fortuitously) some more satisfactory foundations. It may seem strange that the right solution is in any case arrived at; but I know from experience at Cambridge that this may occasionally be done in very easy problems (such as those referred to) by mere cramming. It is not too strong to designate such a system as absolutely useless, and this is admitted and deplored by the intelligent teacher at Westminster, who, however, maintains that it is forced on normal schools by the syllabus, since while no note is taken of the elementary rules, some knowledge of simple equations is necessary for the complete clearance of the arithmetic paper; and further, that the limited time which it is expedient to give to mathematics does not admit of the foundations being properly laid. It is not, of course, my province to discuss this question, but it is my duty to note these facts.

"Again, Euclid is usually very well written out; but if the most obvious deduction from a proposition be proposed, in most cases the result seems to be mere bewilderment."

I notice that whereas 48·48 per cent. of the second-year young men reached the mark of *good* in Euclid last time, only 6·90 per cent. have reached it this; while 51·51 per cent. reached *good* last time in arithmetic, only 17·24 per cent. have reached it this.

There can be no doubt that the mathematical examination at the training colleges was in former years carried too high; but it is of course most desirable that it should, under all circumstances, be such as to call forth intelligent teaching and preparation.

In music and singing Mr. Oakeley (who here too speaks with an authority which I do not possess) was greatly

struck with the proficiency of the students, and with the happy results of Mr. West's teaching.

I cannot conclude this report without expressing my sorrow at the continued illness of Mr. Taylor, the secretary to the Wesleyan Education Committee. He filled his important but difficult post with a tact, temper, industry, clearness of head, and devotion of heart which made his services invaluable; and if, as I fear, these services must now be lost, I am sure that hearty regret will be felt not only by the Wesleyan Committee, but also by every officer of your Lordships who has done business with Mr. Taylor.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, W. SCOLTOCK, Esq., M.A., *on the* NORMAL SCHOOL *at* BANGOR.

MY LORDS, January 1866.

DURING the week beginning September 18th I inspected the Normal College at Bangor.

I beg leave to give the results of the examination for certificates held in December 1864.

Nine students of the second year sat for certificates :—

1 gained a first class.
5 „ second „
1 „ third „
2 were placed in the fourth class.

Sixteen students of the first year sat for certificates :—

1 gained a first class.
3 „ second „
10 „ third „
1 „ fourth „
1 „ failed „

Fifteen candidates sat for admission :—

1 gained a first class.
11 „ second „
3 failed.

Of the successful candidates :—

9 had been pupil-teachers.
3 had not been thus trained.

Of those who failed :—

2 had been pupil-teachers.
1 had not been thus trained.

The number of students at the date of my visit was 30 :—

12 students of the second year.
1 classed in the fourth division.
12 students of the first year.
5 paying students.

I have appended a list containing the names of the students and other particulars.

BUILDINGS.

In my last report allusion was made to the want of a day room for the students, and I also stated that the members of the committee, who did me the honour of meeting me, had kindly consented to duly consider the matter.

I am most glad to say that during the year improvements have been carried out; a convenient kitchen has been made on the basement story; and the former kitchen has been turned into a library and day-room for the students; the change is most beneficial, for not only is a handsome library set aside for private study, but all direct communication with the servants' apartments has been cut off.

The entrance to the offices has been altered; a way has been made from the interior of the college, so that now a student who is absent after locking up has no valid excuse for having left the walls of the college.

I regret to state that the sick-ward is not very convenient; the large number of windows makes it cold, and the chimney frequently smokes; but these and similar drawbacks need only be alluded to in order that they may be removed; for the members of the committee and the principal are most desirous to render the college in every respect efficient.

Health of the Students.

Samuel Roberts (in the preparatory class) was taken ill within two months of his entrance, and returned home.

Edward Owen Jones, student of the first year, formerly pupil-teacher at Waenfawr, was seized with fever, which was supposed to have been caught at once; he was absent at the time of inspection but soon afterwards returned.

David Roberts, owing to an accident, was threatened with concussion of the brain, but soon recovered.

I have to express my sincere regret at the death of Lloyd Williams, student of the first year, who sat for certificate in December 1864; he was ill at the time of the examination, and the authorities of the college showed great anxiety on his account. I grieve to say that he gradually became worse and died at home in February 1865.

I made careful inquiries about the above-named cases; and as far as I could learn there is no reason to think that they arose from anything connected with the college.

The following letter from the medical officer of the college will give a full account of the general health of the students:—

Sir, Bangor, September 21st, 1865.

At your request I have drawn out a summary of the cases of illness which have occurred in the Bangor Normal College during the twelve months beginning in October 1864 and ending in September 1865.

In October there were three cases of mild bronchitis, one of simple diarrhœa, and one of disease of the lungs of long standing. This last case terminated fatally after the student's return home.

In the next three months there were two cases of simple diarrhœa and one of acute bronchitis.

In March three cases of bronchitis, one of diarrhœa, and one case of acute rheumatism of a very severe character. Having partially recovered, the student in this case returned home, but he has not since been able to resume his studies.

In April there was one case of simple diarrhœa and one of dyspepsia.

In May there were two cases of mild bronchitis and one of a more acute character.

In June and July there were no cases of illness.

In August one student had to return home, having suffered for a few days from gastric disorder, with slight febrile symptoms; this case terminated in gastric fever. I have since learnt that there had been fever in the family before this student came to college. Another milder case of a similar nature occurred, which soon yielded to treatment in the college, without assuming the form of gastric fever.

In the present month of September there has been one case of diarrhœa, two of simple cold, and one of accident.

With the exceptions pointed out none of the above cases were of a serious character, and none could be attributed to local causes.

The case of gastric fever had evidently been lying latent in the system before the student came from home, and only assumed a severe character after his return.

I am, &c.

To W. Scoltock, Esq. HENRY ELLIS, Surgeon.

In addition to other measures for promoting health and recreation a drill master has been engaged and a cricket club established. One half holiday is allowed weekly, and a certain amount of time is set apart daily for exercise.

PRACTISING SCHOOL.

At the time of my visit some members of the committee did me the honour of meeting me, and I ventured to suggest that certain improvements might be made in the practising school. The school at Garth is not only an elementary school, but also the model school, and it ought therefore to be well furnished with all the materials for teaching. I last year called attention to the want of finish, so to speak, in the school. It ought to be thoroughly repaired, and maps, diagrams, and the like should be at once supplied.

Mr. Hugh Jones, the master of the model school, cannot possibly do justice to his scholars as well as to the students who are under his charge when at Garth; I must therefore again urge the necessity of engaging a second master.

It would be advisable for the students (at all events those of the second year) to go down to Garth for a fortnight at a time to teach in the school. During the first week they might learn the general system of instruction in the school, and during the second week they would give a proof of their teaching powers. The master of method ought to

draw up a report on each student, and this report should be given to the principal of the college.

The students ought to give a much greater number of criticism lessons during the year, and model lessons ought frequently to be given as an example.

Lessons.

The students of the second year taught in my presence. The subjects were various, and the lessons were, as a rule, given with energy and care. I was much pleased with the language and the amount of questioning. Each student tried to find out what the children had learnt from the lesson, and by so doing he avoided the mere attempt at rhetorical display, and seemed steadily to bear in mind that he had to teach others, and not to show off his own self-knowledge.

I have the honour to be, &c.

William Scoltock.

To Right Honourable
The Lords the of the Committee of Council on Education.

Appendix.

Second Year Students examined at Christmas 1864.

Name.	Whether Pupil-teacher.	1st Year Certificate.	2nd Year Certificate.	Came from	Appointed to
Cadwaladr, John	Yes	3	2	Festiniog	Talsarn.
Houlson, A.	„	3	2	Dowlais	Abergwili.
Jones, Daniel	No	3	2	Tanygroes	Aberffrwd.
Jones, David	Yes	3	3	Newtown	Ton-yr-efail.
Matthews, John	„	2	2	Holyhead	Felin Foel.
Parry, William	„	2	2	Bethesda	Llanberis.
Pope, John	„	1	1	Dowlais	Porth Cymer.
Thomas, John	„	3	4	Blaina	Glynarthen.
Williams, Hugh	No	3	4	Cairhun	Lixwm.

First Year Students examined at Christmas 1864, and in Residence in 1865 as Second Year Students.

Name.	Whether Pupil-teacher.	Certificate of 1st Year.	Scholarship.	Came from
Constantine, J. A.	Yes	3	2	Clitheroe
Davies, John	„	2	1	Brynmawr.
Evans, Rees	No	3	2	Llandovery.
Facer, William F.	Yes	3	3	Dunstable,
Kay, James	No	3	3	Middleton.
Lloyd, Henry	Yes	2	1	Caermarthen.
Perkins, Tom	„	3	2	Bath.
Phillips, J. H.	„	1	2	Victoria, Ebbw Vale.
Rees, John	„	3	2	Felin-voel.
Thompson, Richard	„	3	2	Blaina.
Williams, A.	„	3	2	Bangor.
Williams, T. M.	„	2	1	Aberdare.

FIRST YEAR STUDENTS examined at Christmas 1864, who left.

Name.	Whether Pupil-teacher.	Scholarship.	Certificate.	Where from	Appointed to
Griffiths, J. E. -	Yes	—	Failed	Llanberis -	Gwalchmai.
Jones, J. D. - -	„	4th class	3	Rhosllanerchrugog,	Gaerwen.
Williams, J. M. -	„	1	3	Llanelly.	Dead.

FIRST YEAR CLASS for 1865.

No.	Name.	Whether Pupil-teacher.	Class for Admission.	Came from
1	Adams, David - - -	Yes	2	Talybont.
2	Crowther, John - -	„	2	Cornholm.
3	Edwards, W. J. - -	„	2	Blaina.
4	Jones, E. O. - - -	„	2	Waenfawr.
5	Jones, Ivan - - -	No	2	Garth, Ruabon.
6	Morgan, L. T. - - -	Yes	2	Dinas Colliery.
7	Morris, David - - -	No	2	Penllwyn.
8	Phillips, D. T. - - -	Yes	2	Haverfordwest.
9	Rees, T. C. - - -	„	2	Llandovery.
10	Richards, T. - - -	„	4th class	Aberdare.
11	Thomas, David - - -	„	2	Llandovery.
12	Thomas, John - - -	No	1	Bangor.
13	Williams, E. - - -	Yes	2	Amlwch.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector,* SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC NORMAL SCHOOLS *at* HAMMERSMITH *for* SCHOOLMASTERS *and at* LIVERPOOL *for* SCHOOLMISTRESSES.

MY LORDS,

THE annual inspection of Roman Catholic normal schools was held between the 12th and the 22nd of September 1865. Mr. Renouf was associated with me in the inspection of the Hammersmith Normal School for Masters, and Mr. Lynch at the Liverpool Normal School for Mistresses.

We found 98 students in training for the office of teacher :—

	First Year.	Second Year.	Total.
At Hammersmith (Males) - - -	20	10	30
At Liverpool (Females) - - -	37	31	68
Total - - -	57	41	98

At both training schools the number of students in the first year of residence was larger than the number in the second year, which may perhaps indicate a return of confidence in the position and prospects of the elementary teacher, supposed at first to be injuriously affected by changes in the Code of 1862.

Still, as Hammersmith will accommodate 70 men, there is abundant room for an increased number of male students. The Liverpool training school is generally full.

At the examination of Christmas 1864, none of the Hammersmith students fell into the fourth class ; two of the students at Liverpool did so. Their want of success is attributed to neglected preparation during apprenticeship. They were formerly pupil-teachers in Bath, St. John's Roman Catholic School, and Bristol, St. Nicholas' Roman Catholic School respectively, and they stood low upon the admission list of Christmas 1863.

The results of the last examination are as follows:—

Christmas 1865.	Hammersmith.		Liverpool.	
	Second Year.	First Year.	Second Year.	First Year.
First Division - - -	1	0	8	7
Second „ - - -	4	2	16	13
Third „ - - -	5	18	5	19
Fourth „ - - -	0	0	0	0
Failures - - - -	0	0	0	0
Obtained drawing certificates -	1	2	1	0
Obtained drawing prize - -	3	5	4	5
Passed in at least one drawing exercise.	6	13	9	11

The weak subjects at Hammersmith seem to be, in the second year, history, Euclid, composition, and geography; in the first year, history, geography, arithmetic, grammar, and composition. The Liverpool students of the second year obtained satisfactory marks for all their subjects, excepting music, which, together with composition, appears in the first year also to have been less creditable than the other papers.

Some changes have occurred in the staff of the colleges, as returned for 1865:—

——	Hammersmith.	Liverpool.
Principal - -	Rev. J. B. Rowe - -	Miss H. Snessens.
Vice-Principal - -	Rev. T. Graham - -	Miss Lescher.
Lecturers and governesses - -	Rev. F. Law - -	Miss Wallis.
	Mr. Murray - -	Miss Hartigan.
	Mr. G. Mills - -	Miss Lomax.
	Mr. Pitts - - -	Miss Grainger.
	——	Miss Macpherson.
Teacher of practising school.	Mr. J. Henry - -	Miss Pottinger.
Drill-serjeant - -	Mr. Austen - -	——
Matron - - -	——	Miss Lammens.

The principal of Hammersmith attends at the college every day, but continues to reside at some distance from it. The Vice-Principal is in constant residence. These officers remain unchanged, but all the lecturers are new. The Rev. F. Law, whose services are gratuitous, undertakes the religious instruction, and lessons in music, formerly taught by a resident master, are now given by Mr. Pitts, who attends twice in a week for this purpose. Mr. Walker and

Mr. Regan have been succeeded by Mr. Mills, trained at Battersea, and Mr. Murray, of the Hammersmith Training School, who both, with the Vice-Principal, deliver lectures upon the primary subjects of examination for certificates. We were pleased with a lecture which Mr. Mills gave in our presence to the first year's students, on the physical geography of Australia. Mr. Murray likewise lectured sensibly to the second year's students on methods of dictation.

At Liverpool no change in the staff has taken place, beyond the substitution of Miss Macpherson for Miss Drake, formerly one of the governesses.

The distribution of time in each week is returned by the colleges as substantially the same in 1865 as was reported by me for 1864.

The premises are maintained in good repair. Excepting the very necessary work of drainage, no improvement has taken place at Hammersmith. At Liverpool a small infirmary, completely detached from the college buildings, has been erected, so that in the unfortunate event of infectious disease, the patient may, with her nurse, be isolated entirely and at once from all the other inmates of the institution. New practising schools are also being built here, upon which I hope to have future opportunities of reporting; at present it will be enough to state that the new schools, comprising rooms for girls and infants, are, as was the college itself, erected at the sole cost of the sisters of Notre Dame.

Excluding students now in residence, Hammersmith has, since 1854, received 160 men into training, and 110 of them are stated to be acting as teachers of elementary schools in Great Britain. In January 1865, 23 students, who had all finished a two years' course, passed into schools, and were engaged as masters at an average salary of 60*l*.

Of 251 students, who since 1856 have entered the Liverpool training school, 193 are returned as acting teachers of elementary schools; and 37 proceeding from college after 31st December 1864, became schoolmistresses, at an average salary of 40*l*.

These salaries cannot, I think, be deemed too high remuneration for the services performed.

Two questions regarded with keen interest in the training schools relate to (1.) the supply of students, and (2.) the amount of grants.

(1.) The future supply of students depends mainly upon the number of pupil-teachers admitted, and their perseverance and diligence during apprenticeship. Little anxiety

on this score is felt regarding a succession of female students. Girls still seek apprenticeship in sufficient numbers, and those who complete their service with credit have thus far been quite numerous enough to keep the training school full. The case of male pupil-teachers gives more cause for apprehension. In Roman Catholic schools their numbers and sometimes their attainments leave the college no ground to hope year by year for a satisfactory complement. Among the recommendations of the New Code was a belief that managers of schools, having in their hands complete control over the appropriation of public money granted to schools, would provide for pupil-teachers stipends payable at such rates and times as the labour market of each locality made necessary. It was expected, for example, that in the cotton district larger stipends at shorter intervals would be offered to boy pupil-teachers. The expectation has not been realized. While the more liberal managers maintain the rates of the Old Code, many have reduced them, and few (if any) have raised them, or are willing to undertake the trouble of weekly or monthly payment. I am not therefore surprised to hear from all sides that suitable boys refuse to offer themselves as candidates for pupil-teachership; superior inducements attract them to other callings. To Hammersmith the prospect is menacing. If intelligent well-conducted boys will either not become pupil-teachers, or not complete their apprenticeship, the ruin of the training school is but a question of longer or shorter time. I do not know whether managers of schools feel the importance of the training institution deeply enough to make further efforts for its support; or, again, whether the offer of gratuities to schools presenting successful candidates at the admission examination, and to masters who have instructed such candidates, might not produce a longer list of capable competitors; or whether other means may not be devised for the same end; but I am satisfied that an increase in the number of candidates for admission is essential to the permanence of the Hammersmith Training School. Only ten men passed the admission examination in December 1865.

(2.) Some uneasiness is felt about the amount of grants obtainable by training schools. Among several points which have been urged, the one chiefly relied on as a hardship, has reference to delay in issuing teachers' certificates after the second probationary inspection. It is represented that a college, in training a student for two years, passing him through all his examinations, then placing him in an ele-

mentary school, and securing his stay there until the second inspection, has in his regard fulfilled its contract with the State, has provided a trained teacher for the public service, and has established a claim on the public purse for the cost of his training. The refusal of the certificate under such circumstances for any cause short of a serious fault in the teacher himself, and the certain delay and not improbable loss of grant hence arising, are said to operate as discouragements where no check is deserved.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, EDWARD WOODFORD, Esq., LL.D., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, EDINBURGH.

MY LORDS,

THE Edinburgh Church of Scotland Normal School continues to be in the same generally satisfactory state as formerly reported. The classes have been conducted by the same teachers and with the same ability, except that the place of one who left two years ago has not been supplied. The authorities are now about to lose the services of another able and energetic teacher, Mr. Core, lecturer in mathematics, who has been appointed to the same department in the International College, London. His place will of course be supplied at once.

Number in attendance.

The number of students in attendance during the Session 1865 was as follows :—

MALES.	
First year	33
Second year	25
FEMALES.	
First year	26
Second year	27
Total	111

These numbers show a decrease of 15 as compared with those of last year, a result naturally arising from the uncertainty occasioned by recent and expected changes. An increasing proportion of the students have been pupil-teachers, last year 84 out of 111, though as the Gaelic bursars of the Church of Scotland Education Scheme are sent to the *Edinburgh* Normal School, the proportion of those not pupil-teachers is still comparatively large. It is gratifying to state that a larger proportion of the Gaelic students, whose imperfect knowledge of English, acquired as a foreign language, used to be the chief source of failures in the list, are now passing the examination with an encouraging amount of success. And even those that fail will, owing to their increased knowledge of English and the habits of study which they have acquired, be a considerable improvement on the former race of teachers in the Highlands.

Practising school.

The practising school continues to be a good field for the training of the students in the art of teaching. The first class affords an example of excellent training in reading

and in discipline, while the infant school is, in all respects, a model.

For training in practical teaching, besides the two hours weekly set apart for the practising school, the second year students spend an entire week in observing the general working of the school. All the lessons are given by the students under superintendence, the work of the teachers of the school during the hours of exercise being to watch and comment upon the students' method of teaching.

The plan at present adopted for the examination of the students in the art of teaching shows what they can do in the way of preparing a lesson on a particular subject in accordance with the instruction which they have received, but it is no test of their ability to deal with points as they incidentally arise in ordinary school keeping. Elaborate notes are prepared of nearly equal merit; the questions to be asked are set down in full, and at present my means of forming any discriminating judgment rests mainly on the fact that, the classes being generally very deficient in syntactical parsing, owing, as formerly stated, to the time spent on the complex system of the analysis of sentences, the students do not get the anticipated answers, and I have thus an opportunity of observing how they deal with the difficulties thus presented.

Conditions of admission.

From the following extracts from the prospectus of the Church of Scotland Training Colleges will be seen the inducements held out to entrants:—

From among those returned by the Privy Council as having passed the examination successfully, 25 male and 20 female candidates will be admitted to each normal school, and receive (during good conduct) a bursary from the General Assembly's Committee, which will amount to 18*l.* in the case of the male students, and 13*l.* in the case of the female students. The bursars are required to pay 2*l.* each as contribution to the book fund of the normal schools, in return for which all the books they require will be given to them by the Committee. This payment must be made whether they take the books or not. When female candidates who have *not* been pupil-teachers secure a place among those who pass the examination, a proportion of the 20 bursaries set apart for female students will be given to them, but the proportion will in no case exceed one-fifth. Successful candidates to the number specified above will be admitted to bursaries only on their being certified to be in vigorous health, and on their signing a stringent obligation by which they will undertake to complete a two years' course at the normal school, and thereafter to serve in an elementary school under inspection, until they have received from the Committee of Privy Council their parchment certificates, which are issued after two years' service. Students breaking this obligation will, besides other penalties, be required to pay the full amount of the bursaries paid to them by the Committee. *Successful* candidates not receiving bursaries will be admitted to the students' classes at their own charges. Fee for male students, 5*l.* per annum; for female students, 3*l.* per annum.

In addition to the bursars to be admitted on the terms specified above,

Gaelic-speaking candidates (not exceeding 10 in number) may be admitted to the Edinburgh Normal School, and receive bursaries of 18*l.* a year, paying 2*l.* to the book fund as above.

General examination.

The arrangements for the general examination were the same as last year. The fine and beautifully lighted hall in the Hopetoun rooms was rented for 10 days, and seated with compartments as formerly described. This, of course, entails some expense on the authorities, but they have no hall in the normal school which could allow the proper separation of the candidates; and there might be greater loss in placing them within the temptation to communicate by too great nearness to one another. This year, as it is, two copied, the one from a book, and the other from his next neighbour, but both were detected at the time and were removed from the list. The testing paper for this is mental arithmetic, in which the answer alone is put down; and if adjacent candidates give the same answer from *data* which are not identical throughout (or equivalent) the natural conclusion is that the one whose answer is in accordance not with his own *data* but with his neighbour's, must have copied from him, and if there be more than one such coincidence the conclusion becomes irresistible. A coincidence, however, *may* arise in some cases quite innocently. Thus, at last Christmas examination several candidates having Paper *A.* had the same answer with those who had Paper *B.* A paper was put before each of the former with their own data, requiring them to state the steps by which they had obtained their answer. They did so, when it appeared that they had read $\div 9 + 6$ as equivalent to $\div 15$, instead of dividing by 9 and adding 6 to the quotient. This explained the coincidence of their answer with that in the other paper. It was wrong, but they had not copied it, nor could they have escaped in any attempt to do so. I have to submit for reconsideration the case of a candidate who was cast for copying, on account of a single coincidence that admits of a similar explanation, with the additional fact that the one from whom he was supposed to have copied was at such a distance and so placed as to render it physically impossible.

Results of examination.

The results of the Christmas examination are as follow:—

—	Number presented.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Males, 1st year -	33	4	15	8	0	6
„ 2nd year -	25	10	13	2	0	0
Females, 1st year	26	5	8	11	1	1
„ 2nd year	27	7	17	3	0	0
Totals -	111	26	53	24	1	7

Those results are, upon the whole, satisfactory. No second year student has failed, and, in the case of the first year students, I have already mentioned Gaelic as the main source of shortcoming.

The subjects, in which the first year male students have acquitted themselves well, are Bible, reading, penmanship, catechism, and school management. But in arithmetic, history, and geography the appearance is much less satisfactory.

The second year male students make an excellent appearance in Bible, school management, reading, spelling, and penmanship. The greatest amount of shortcoming is in the history, in which there is not one *good,* and only 32 per cent. that reach the mark of *fair.*

The first year female students make a very good appearance in Bible, catechism, school management, reading, spelling, penmanship, and domestic economy. But it scarcely comes up to *fair* in arithmetic and grammar, and, in geography, it is very moderate.

The second year female students pass very well in Bible, catechism, reading, grammar, spelling, and composition. There is considerable shortcoming in the arithmetic, and still more in history and geography.

Looking at the list of results merely, without taking into consideration any circumstances, such as previous training, &c. that may cause inequality, the written exercises, in which the appearance made is good or very good, are Bible, catechism, and school management. Those not more than fair are arithmetic (satisfactory only in the case of the second year male students), grammar (good in the second year males, but only fair in the three other classes), and history. The geography, especially of the female students, seems to be far behind. In music the great shortcoming is in the exercise of writing a passage as played on an instrument. Efforts have been made to bring up this, but the Principal states that the results are not likely to compensate for the time that it requires without some previous training. This is to be regretted. The exercise is the most effective that could be devised for promoting the power of reading at sight with facility and precision, and the daily attendance of the students is not so long as when there was one more in the staff of lecturers.

I have the honour to be, &c.

ED. WOODFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL *at* GLASGOW.

MY LORDS, Edinburgh, March 1866.

I. THE first thing that offers itself to view in the state of the seminary during the last year is the amount of attendance in the normal department. Of 64 candidates for admission in December 1864, 61 were declared admissible; and of these 50 were selected by the managers for admission. The addition of the first year's students of the previous year, who remained for a second session, made the total attendance 94. This number, though less than formerly, was deemed sufficient in the present state of the demand and supply of trained teachers; and the selection was guided by the apparent evidences of merit, with a preference, in case of equality in that respect, for those who had had the benefit of apprenticeship as pupil-teachers.

It is observed that the male and female students whose admission was thus regulated, were in nearly equal numbers; and the fact is rather noticeable, considering that the number of common schools under male teachers is so very much greater than of those under females; and, correspondingly, that while all the male students who quitted the seminary with certificate in 1864 have already been appointed to the charge of schools, seven of the females who then went forth with the same qualification remain without appointments. The greater demand for teachers of the one sex than of the other was not overlooked by the managers; but they considered that the custom rapidly increases, of placing much of the common instruction, for females at least, in the charge of female teachers; and they observed, at the same time, that a considerable proportion of the female students was self-supporting, the number admitted on that footing being, in fact, greater than the number of those that remained without appointment at the end of the year after they had left the seminary.

II. What is here stated may bring to recollection that originally, and during the first eight years of the institution —that is, down to 1854—all the female students were self-supporting, their number in the year mentioned amounting to 23. It may now, perhaps be matter for the managers' consideration, how far a return to the self-supporting system might suffice to meet the present demand for female teachers. It is certain that the male students, from various causes,

could not be placed on that same footing, without peril to the whole use and object of the training institutions.

III. The programme of instruction for the students generally was the same as in former years. It was the same for the male as for the female students, with the very few necessary exceptions formerly noticed. The same time was given to each subject by both sexes, except that a third less time was given by the second year's females to geography and history, and a third less time to drawing by females of the first year. The same teachers instructed both sexes in the subjects common to both, and these were the male teachers of the seminary, who have been preferred as instructors even of the female students, the preference being obviously much better founded in this instance, than when the pupils are the young ones of a common school.

The syllabus of subjects on which the students of both sexes and of both years are examined for certificate goes very far beyond the standards of the Revised Code, embracing the amplest range of elementary instruction known in the common schools. This is in clear accordance with the expectation announced in your Lordships' Minutes as to the continued scope of the inspection and of the instruction to be given in the common schools.

IV. The second year's studies do not differ from those of the first year in the *subjects* of instruction any more than does the syllabus for the examination of candidates for certificate differ in the first and second years.

But in *other* respects the studies of the first year differ from those of the second year as follows:—

(1.) In the second year the studies on each subject, as matter of course, are carried much farther than they had gone before, and this again in accordance with the syllabus. In the Circular to Training Schools, 14th August 1856, your Lordships "feel the importance of giving increased "effect to the principle that all the learning pursued in "the normal colleges should have teaching for its end and "object." The same is so much the conviction of the managers of this Institution that, at the outset of the plan of normal training, they proposed that the course should extend to three years (Minutes of Council, 1846). Subsequent experience, however, has shown the sufficiency of a term of training for a shorter period, and also that in both of the years now prescribed the studies should be upon the same subjects; that is, in the common elementary branches, a sound and liberal knowledge of which is indispensable to the attainment of the distinctive and strictly professional

end of the institution. It is remarked, that the second year's progress commonly shows a very gratifying advance, not only in acquirements, but in what is still more valuable, in the power and habit of application. The student seems to feel the importance and the comfort of possessing the subject matter of his studies more fully and accurately than would have been possible, had the course been limited to a single session. And is not that impression likely to produce corresponding aims and corresponding efforts in his future labours as a teacher?

(2.) The time given to the second year's studies is less than to the first year's, in the same proportion in which the time assigned for tuition in the practising school is greater in the one case than in the other.

(3.) In the last month of the session, and for that time only, the junior or first year's students are occupied with tuition in the practising school one hour daily; the same is the daily occupation of the second year's students throughout the session from first to last.

The practising school is in no respect considerably different from the description given of it on former occasions; the organization, the class of children in attendance, their number, the subjects of instruction, and the rates of school pence,—all remain pretty much the same. The children belong to the same various conditions in life as in the common schools of the country; the proportion of those, plainly from the occupations of their parents, recognizable for the grants of aid provided by the New Code being in the different divisions, from 63 to 69 per cent. The practising school, though a necessary adjunct of the normal, is, at the same time, so far a distinct school of the common kind that it shares the public aid in the same manner and on the same terms as the common school. In the latter character it was lately inspected, and the report gave the following particulars:

> All the pupils that had made out the 200 attendances were presented for the Standard examinations, except of course those who had been examined in the highest Standard last year; and the per-centage of failures was but 4½, in which cases the requisite attendance had barely been completed.

Now when the progress realized is of so great amount as it is here seen to be, it is certain that the methods of instruction cannot be at fault; nay, that their excellence is thus substantially proved. It is, therefore, unnecessary to specify these methods at this time. They are such, it may be fairly presumed, as to merit the close attention and

practice of the students, and to confer much of that ability to teach which is the great end of all their training.

V. How far, then, does the institution appear to attain its great and peculiar end of training for the schoolmaster's occupation? The indications or proofs of that result are of three sorts.

(1.) The results of the examination for certificate in December 1865, were as follows, showing no failures among 93 candidates:—

——	Males.	Females.	Total.
Number of first year's students candidates -	24	25	49
Ditto ditto passed -	24	25	49
Number of second year's students candidates -	24	20	44
Ditto ditto passed -	24	20	44

(2.) And the rector gives the following account of the disposal of the students that left the seminary with certificate in December 1864:—

——	Males.	Females.	Total.
Principal teachers - - - -	9	17	26
Assistants - - - - -	15	4	19
Governesses - - - - -	—	1	1
Waiting appointments - - -	0	7	7
Dead - - - - - -	—	1	—
Married - - - - -	—	1	—
	24	31	53

It is here to be again observed (1) that all the male students, within 12 months from the time of their leaving the seminary with certificate, received appointments as teachers. The fact proves that the supply of such *male* teachers is not yet greater than the need; and that the seminary, for its particular purposes, stands high in the public regard. Add, that about 1,800 certificated teachers, the greater part of whom had been normal school students, were already serving the common education, and it will appear that the new institution of the normal schools came not a day too soon, and that they have quickly found their opportunity throughout the length and breadth of the country.

It may be noticed, that within the last year 13 appointments have been made to parish schools within the district, four of which were given to students of this seminary; and in connexion with this fact may be offered the syllabus of

subjects for the examination of parish schoolmasters elect, by the University of Glasgow. The subjects of that examination untaught at the seminary are only the elements of ancient history, ancient geography, and Greek—while Latin, for the reasons formerly mentioned, receives a very limited share of attention. So far the requisite attainments for the University examination, if not wholly the work of private study, may be supposed to have been, by that means, not a little farthered.

(2.) No student of either sex, on leaving the seminary, is known to have sought any other occupation than that of teaching. This is the natural effect of the preparations they have been so long making for that occupation, and of the years at which they have arrived at the termination of their training course,—though something must be ascribed also to the genial, encouraging treatment which they have experienced at the seminary,—to the intercourse they have there enjoyed with many having the same common objects of pursuit before them; in short, to the *esprit du corps* particularly incident to such situations.

(3.) Few of the students have, at any time, had the benefit of university study after leaving the seminary; none, before they entered it. The parents' occupation has been stated by them all, in the schedule which they have been required to fill up at the examination for certificate; and from that it may be seen how rarely the advantage of any higher instruction, as at the universities, could be supposed available to them. But the seminary has given taste, talents, and desires that remain to many after they have left it; and it has been seen that some have been able to provide themselves with well-chosen collections of books, of course for their own improvement and pleasure; but what is still better, that some have employed themselves with energy, and with the aid of such collections, in promoting a habit of good reading among the people all around them.

(4.) It appears that the number is considerable of the male students passed for certificate, who began their career as teachers by taking employment as assistants. The demand for them in that capacity increases with the requirements of the New Code. It is a good beginning for them to make; it prepares them for the duties that await them, when the management of a school shall come to be wholly in their own hands, and on their own responsibility. It discovers, too, better than anything in their conduct as students could do, what qualities they are likely to evince

in their future duties, thus serving the same purpose as the rule that withholds the parchment certificate from any teacher till after two years' probation.

The circumstances now mentioned in regard to the studies practised at the seminary, and their results, give promise of creditable efficiency when the students shall enter on the work of a common school. But it remains to be seen how they are found to comport themselves in that position some time after they have taken it.

VI. Of 236 principal teachers, male and female, whose schools were inspected during the last year, in the counties of Lanark, Renfrew, Dumfries, and Bute, 151 sole, first, or subordinate had been trained at the Glasgow Normal School, and of these the greater number had had the benefit of apprenticeship as pupil-teachers.

Now, in these inspections, the distinctive character of each teacher appeared more clearly than it had ever done, or could have done, at the normal school, either in the examination of the written papers or on the trial of ability to teach. The latter test applied at the seminary in any practicable manner, does not always, or even very commonly, accord with the report of the inspection of the school in which they afterwards appear; and the reasons are, that, in the common school, the teacher has to put forth his power, moral as well as intellectual, in the whole work of the school management; while, in the normal, his opportunities are necessarily confined to his duties as a student, though these are, of course, inclusive of his teaching practice, and of his attention to the lessons or lectures upon method. In the common school, the whole character of the man determines the character of his work, *operari sequitur esse.* In the normal, it is his own acquirements, apart in some measure from their application, and in a greater measure apart from the motives to their application, that mainly come to view.

The teachers of inspected schools in the district, who had been trained at this seminary, estimated by the tenor of the school reports, may be roughly classified as follows:—

Total number - - - - -		151
Excellent - - - -	13	
Good - - - -	98	
Fair - - - -	31	
Moderate - - - -	9	
	151	

VII. The teachers whose training had taken place at this

school showed nothing peculiar to the seminary either in their methods of tuition, or in their style of school management; no mannerism traceable to that source, in the one respect or in the other; yet there is much in the practice of the normal school which is quite peculiar to it; but this being occasioned by its peculiar conditions as a normal school, is not reproduced in the common schools, where the same conditions do not exist. There is, for instance, the division of the practising school into four distinct grades, so favourable to the results required under the Standard examinations; the like organization of the common schools is exceedingly rare.

The exercises in composition are much more frequent and more suitable for adult students, than they can be in the common schools; and while instruction in the principles of method is one of the most liberal parts of the student's professional culture,—in the common school this would be entirely out of place. Thus it is, that what is specially characteristic of the normal school is not repeated by those that have been trained there in the schools which are afterwards placed under their charge.

VIII. In the schools under their charge the influence of the public aid is quite apparent, and this is the more proper to be now noticed, as there has been a double experience of that aid, first in the normal and then in the common school. The public aid is seen to take effect in extending the range of the primary instruction, and in the working of it to vastly more advantage; in a word, it is seen that the primary instruction can yield more good culture than had been usually obtained from it before. The methods of tuition have been more specially studied, because it is apparent how much of the best discipline and culture can be involved in their practice, even apart from their results. The same ambition that once entertained some of the higher subjects so cordially in the common schools, now seeks a new and larger development of the elementary. These, generally, are among the fruits of the public grants, and they are as yet only growing. For, looking to the very best instances of actual education in any quarter, can it be said that nothing more in that way remains to be done? It cannot; the education of the human mind, heart, and will, is not a thing of that terminable nature.

IX. Does the plan of training pursued at the seminary admit of any changes likely to improve the fitness of the students for their future duties? Not one, apparently, of all the subjects could be wanted, either in the first or second

year,—and for the proper reason that all, less or more, are taught in the common schools; this reference to the common schools has ever served to guide the programme for the normal training. The subjects which are least taught in the latter are history and economy; but the history supplies a portion of that sort of intelligence which every teacher should possess,—not more for the mere knowledge of events, so proper for one in his position to possess, than for the moral instruction which all history, well understood, conveys. The economy studied at the seminary is confined to such parts of the subject as occur in the reading lesson books specified in the syllabus.

How much more might be profitably added from the elements of natural philosophy, and from almost any part of natural history! But the programme is pre-occupied. The selection of subjects is ever, of course, to be determined by their importance to the pupil, and their number to be limited by the amount of his opportunities for instruction. Accordingly, it is not easy to see how the scheme of study at the seminary could be either altered or enlarged, unless, indeed, in a very partial manner, as by the introduction of some new sections into the reading lesson books. As formerly noticed, there are a few common schools, in which the elements of agricultural knowledge have been taught, and not without success. Might not something of that sort occupy a portion of certain of the reading books? The subject includes much of natural history that would be interesting and instructive to all, as well as much that would be more especially so in rural situations.

The methods of tuition practised at the seminary, as already said, are proved to have been good, by the success of the instruction in the practising school; in the same degree the observation and practice of such methods by the students, as formerly described, form a very profitable part of their training. This might be presumed, were it not supported by the evidence of fact. Let it be added, that to them a most beneficial lesson in tuition, and one not second to any in actual effect, has been conveyed by those requirements of accurate instruction which are implied in the Standard examinations.

The methods of tuition, that is of the direct communication of knowledge, do not, however, comprise all which it is very desirable a student should learn towards the schoolmaster's qualification. There remains the discipline, ever to be considered, not merely as a necessary means of instruction, but also as in itself an end; the timing of the

matter of the lessons to the years and progress of the children, their classification, the modes of securing their own unaided occupation in school and out of it; in a word, the whole business of school keeping. Whereas, as already stated, not a little of all this is done to the student's hand in the practising school, for it is necessarily involved in its peculiar organization as consisting of four graduated divisions. So far the practising school does not inform the student precisely how he is to deal with the simpler conditions of a common school.

This state of matters seems to warrant a suggestion, that perhaps in addition to their normal school practice an opportunity might be allowed to the students of occasionally visiting a few of the common schools in Glasgow and the neighbourhood, offering such varieties of type as might approximate more nearly to those schools which they shall afterwards have in charge; the schools to be so visited and the time of visiting to be settled, of course, by the normal school managers. Again, there has been frequent occasion to recommend to the teachers of inspected schools to visit some one in their neighbourhood, the management of which it might be for their advantage to observe and to imitate. Might not this very natural and obvious method of improvement become more frequent? It would amount in fact to something like the district model school which is known in other countries.

X. All, however, that is learnt by study or by practice, though indispensable, is of itself insufficient to secure the teacher's complete efficiency. The whole moral character of the man, as already said, goes farther towards that end than his best acquirements. His active power, on which everything depends, must be essentially moral and religious. Whatever, therefore, can directly or indirectly contribute to the improvement of that power, becomes matter of especial care at the seminary. Now that sort of culture is given there, perhaps, most effectually by the practical means of that very earnest course of study which, for two years, is the student's occupation. He then acquires a habit and principle of exertion readily transferable to all his work as a teacher.

That normal school period, says one, is by far the most memorable part of my life, and I doubt not others can say the same. The recollection of it is also singularly agreeable, for from day to day the progress was perceptible and the sense of it delightful. Apart from that, is not the memory of all earnest exertion in anything like a good cause ever singularly grateful? It is more: in this instance of the normal training it is an abiding memento of duty to be done in the like spirit, when the student shall come to take his place as a teacher.

The managers, well aware of the importance of a certain general culture to the special objects of the seminary, have provided for the students' use a collection of select works in general literature, but of this their more imperative duties permit them to take but little advantage. To compensate in some degree,—the occasional readings, formerly noticed, were continued during the last session, and with greater frequency than before.

In the course of the last session, as formerly, (says the rector,) several readings were from time to time given to the students of the second year, from such works as Abercrombie's "Culture and Discipline of the Mind," Carne's "Account of Missionaries," Barrow's "Discourses on Diligence in our calling as Students;" also the most suitable of the "Exhortations" of Leighton. The main objects of these readings was of course to create a taste for such reading, and from the interest with which they were always listened to I doubt not that much good resulted. They were received with reverence, and I do not exaggerate when I say that I have noticed the class, after listening to them, retire apparently conscious that there were before them intellectual heights greater than had yet been offered to their view, greater moral excellence than they had yet reached, warmer Christian love and devotion than they had yet experienced.

Besides the benefit which the students derive to themselves from such readings in the intellectual interests thereby excited, it seems probable that the same occasional practice, with the proper modifications, may be carried by them to the common schools which they shall afterwards have in charge. In some instances, this has already happened, and the effect of it must be to add to the likelihood of the power to read, once acquired at school, being afterwards employed to good purpose. Too often it remains a useless talent.

XI. Vocal music and drawing, which have long been among the studies of the seminary, contribute in their own peculiar manner not a little to the general culture now referred to. Many of the students read at sight difficult pieces of music with much ease. This subject, it may be noticed, includes patriotic songs suited for school use,* the educational effect of which is clearly evinced in the high spirit of the performance, "*consentit cum eorum quæ dicuntur affectibus.*" Choral music, sacred and secular, is also practised, and on this occasion a selection from both was sung from the classical masters, remarkable for correct intonation, light and shade, and true expression.

The inspector for the Department of Science and Art

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* Patriotic Part Songs. Tilleard.

gives the following statement in regard to the drawing classes of the students in this seminary in the year 1865 :

Number of students who passed in the examination held in November 1865, by Her Majesty's Inspector :—

Classes.	Freehand.	Geometry.	Perspective.	Model.	Black Board.
1st year's males - -	11	16	9	0	6
2nd year's males - -	7	0	15	4	6
1st year's females -	2	15	0	0	1
2nd year's females -	2	2	9	0	0
Totals - -	22	33	33	4	13

Ten prizes were gained by the first year's male students, fourteen by the second year's male students, and one by a second year's female student, In the practising school, 43 boys and girls in nearly equal numbers were taught drawing, freehand, and landscape, and of these at the examination in June 1865, 13 boys, and 7 girls passed in one or more of the subjects; prizes gained by five boys and three girls.

The first object of this branch is certainly to form "a "taste;" but a talent is at the same time imparted of great avail in all the sorts of illustration submitted to the "faithful eye" by figures on the black board. And practically, the art is seen to be not more *fine* than *useful*.

XII. An abstract of the accounts of income and expenditure for the last year, prepared and certified by the authorized auditor, is appended, from which it appears that :—

	£	s.	d.
Balance from last year,—			
Excess of expenditure over income - -	- 11	2	4
In account with Training Department,—			
Excess of expenditure over income - -	- 294	17	3
	£305	19	7
In account with Practising School,—			
Excess of income over expenditure - -	- 153	12	1
Balance carried to next year - -	£152	7	6

I have, &c.
John Gordon.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix A.

GLASGOW CHURCH OF SCOTLAND NORMAL SCHOOL.

Abstract of Accounts from 1st January 1865 to 31st December 1865.

Practising School.

Income.	£	s.	d.	Expenditure.	£	s.	d.
To School Fees	962	5	4	By Teachers' Salaries	575	0	0
				„ Servants' Wages	32	10	0
				„ Household Expenses	33	10	11
				„ Printing, Postages, and other office charges	31	16	9
				„ Fuel and Lights	23	1	9
				„ Replacement of Furniture and Repairs to Building	68	14	4
				„ Taxes and Insurance	27	11	10
				„ Books, Maps, &c.	16	7	8
				„ Balance	153	12	1
Total	£962	5	4	Total	£962	5	4

Training Department.

Income.	£	s.	d.	Expenditure.	£	s.	d.
To Grants from Committee of Council on Education	2,897	19	5	By Teachers' Salaries	1,326	5	0
„ Students' Fees	36	19	1	„ Board of Students	1,764	0	0
„ Collections in Church	250	0	0	„ „ Servants	52	0	0
„ Balance	294	17	3	„ Servants' Wages	32	10	0
				„ Books, Apparatus, and Stationery	18	16	2
				„ Printing, Postages, and other office charges	77	18	5
				„ Fuel and Lights	35	8	8
				„ Medical Attendance	31	7	6
				„ Replacement of Furniture and Repairs to Building	80	1	6
				„ Rates, Taxes, and Insurance	26	1	2
				„ Household Expenses	29	5	4
				„ Church Seat Rents	6	2	0
Total	£3,479	15	9		£3,479	15	9

Note.

	£	s.	d.
Balance from last Year,—			
Excess of expenditure over income	11	2	4
In account with Training Department,—			
Excess of expenditure over income	294	17	3
	£305	19	7
In account with Practising School,—			
Excess of income over expenditure	153	12	1
Due Treasurer, and carried to next Year	£152	7	6

Appendix B.

List of Students who left Normal School at *Christmas* 1864.

Males.

Names.	Appointments.
James Allan	Second Master, Gartsherrie Works School.
John Campell	Mayfield School, Carluke.
Robert Cooper	Assistant, Wishaw Public School.
Alexander Davidson	Assistant, Partick Academy.
Charles Dow	Assistant, English Department, Ayr Academy.
John Dunlop	Assistant, Riccarton Parish School.
John Hamilton	Brownfield Sessional School, Glasgow.
John Harper	Kerse Works' School, Dalmellington.
Andrew Jamieson	Assistant, Highland Society's School.
George M'Crindle	Troqueer Parish School.
William M'Farlane	Assistant, Gorbals Youth School.
Archibald M'Neil	Assistant, Bridgeton Free Church School.
William Peacock	(Interim), Sandhead School.
Archibald Pollock	Crosshill General Assembly School, Maybole.
William Rowan	Lendalfoot School, Girvan.
Robert Saunders	Bannockburn Subscription School.
Joseph Scott	Govan Colliery School.
William Speirs	Assistant, Annfield School, Gallowgate, Glasgow.
Andrew Taylor	Assistant, Hutcheson's Hospital School, Glasgow.
Andrew Thomson	Assistant, Maryhill Parish School.
William Torrie	Assistant, Lochwinnoch Parish School.
William Wardrop	Assistant, Parish School, Helensburgh.
Matthew Wilson	Assistant, Eglinton Iron Works School.
Thomas Wilson	Forth School, Carnwath.

Females.

Jessie R. B. Anderson	Waiting appointment.
Mary Baird	Ditto.
Jacobina Bissett	Governess, Woodbank, Alexandria.
Mary Brown	Waiting appointment.
Rosanna Cairney	Industrial School, Stanwix, Carlisle.
Agnes Cameron	Industrial School, Dornock.
Grace Cleland	Morley School (Wesleyan) Leeds.
Mary Denholm	Female School, Fettercairn, Kincardine.
Sarah Dick	Assistant, Stoneywood School, Waterton, by Aberdeen.
Catherine Duff	Assistant, Beith Parochial School.
Jessie Hunter	Pathhead, Ford, Dalkeith.
Mary M. Jamieson	Female School, Riccartoun.
Margaret Y. Jeffray	Married.
Isabella King	Appointed; school not reported.
Maggie M'Coll	Waiting appointment.
Harriet B. McConnochie	Dead.
Mary McFadyen	Huntly Free Church School.
Margaret McLaren	Girls' Industrial School, Dallas, Forres.
Henrietta McLeod	Waiting appointment.
Agnes McNaughten	Ditto.

Jane McNicol	- Assistant, St. David's Sessional School, Glasgow.
Caroline McOwan	- Assistant, Female School, Inverkeithing.
Catherine McPhail	- Female School, Cumbernauld.
Margaret Ogilvie	- Eaglesham Endowed Female School.
Isabella Patrick	- Female Department, Ardrossan Public School.
Margaret Seamans	- Female Teacher, Muirkirk Iron Works School.
Mary J. Smith	- Whiteinch Female School.
Catherine J. Thomson	- Waiting appointment.
Mary Thomson	- Freeland's School, Taylor Street, Glasgow.
Margaret Wilkie	- Female Teacher, Cardross Parish School.
Margaret Wylie	- Rutherglen School.

Appendix C.

List of Office Bearers.

Names.	Appointments.
Joseph Douglas	- Rector.
Edward Calvert	- Lecturer on Geography, &c.
James Leitch	- Lecturer on History, &c.
Edward M. Dixon	- Lecturer on Physical Science.
James Macaulay	- Master of Senior School.
John Stevenson	- Master of Junior School.
William Kirkland	- Master of Initiatory School.
Janet Stevenson	- Mistress of Infant School.
W. H. Lithgow	- Music Master.
Alexander Banner	- Drawing Master.
Grace Foulis	- Matron.

Appendix D.

Examination of Schoolmasters.

University of Glasgow.

The examiners, appointed under the Burgh and Parochial Schoolmasters' Act, 1861, for the district in connexion with the University of Glasgow, have, with the approval of the University Court, resolved, in the meantime and until further notice, to observe the following rules in conducting their examinations :—

I. The examinations shall be held within the University buildings on the last Saturday of this month (November), and of every second month thereafter, at 10 a.m. Each nominated schoolmaster to give notice of his intention to present himself for examination not later than eight days before the examination takes place, and at the same time to lodge with the secretary to the examiners a certified copy of the minute of his election as schoolmaster.

II. The examinations shall be conducted partly orally and partly in writing.

III. The subjects of examination, imperative in every case, shall be as follows:—1. English, including reading, spelling, writing to dictation, and composition; 2. Penmanship; 3. Arithmetic, including book-keeping and the elements of mensuration; 4. Elements of geometry (Euclid, books I.–IV.), algebra (including quadratic equations), and plane trigonometry; 5. Elements of geography; 6. Principal epochs and events in the history of England and Scotland; 7. Elementary Latin; 8. Religious knowledge (Scripture history and shorter catechism).

IV. In addition to the foregoing, every schoolmaster nominated to a school in which the salary voted by the electors to the schoolmaster shall amount to 60*l.* or upwards, shall be examined in the following branches, viz.:—1. Elements of ancient and modern history; 2. Elements of ancient and modern geography; 3. English language and literature; 4. Latin and elementary Greek; and also in any other branches which, in the opinion of the electors, should form part of the course of instruction in the school to which they appoint.

Report, *for the Year* 1865, *by Her Majesty's Inspector*, James Cumming, Esq., LL.D., *on the* Free Church Training College, Edinburgh.

My Lords,

Organization and general results.

The report which I have this year to submit to your Lordships in regard to the Free Church Training College in Edinburgh can present few features to distinguish it from that of the preceding year. The staff of lecturers is precisely the same. The general nature of the instruction is the same, and the results are very similar. The number of students, as was expected, has been smaller, only 112 having been presented for examination, instead of 139 who were presented last year. But their success has been much alike in the two years. More than half of the students have passed in the second division, the other half being about equally divided between the first and the lower divisions. In each year, only one student is reported to have failed. While this result is satisfactory as a whole, I cannot but call attention to the case of the class of second-year female students. In each of these two years only one student of this class has been marked so low as the third division, 34 out of 35 in 1864, and 26 out of 27 in 1865, having passed in the two highest divisions. This success reflects much credit, not only on their instructors, but on themselves, as indeed all that I have seen and heard of their conduct has been of a nature to command approbation, qualified only by a fear that their earnestness in study, especially as the examination was approaching, might act injuriously on their health; this apprehension, however, has not been verified by the fact. In contemplating the prospects of their success and usefulness it is natural to feel some anxiety on account of the limited number of openings in Scotland for highly qualified female teachers. But it is at the same time satisfactory to know that a considerable proportion have found or are likely to find employment in England.

Results on separate subjects.

In reviewing the various subjects on which the students have been required to show their proficiency, and marking the results in regard to these subjects separately, there is sometimes a discrepancy between the result itself and the expectation which might have been formed by witnessing the instruction in the class-room. Of course the result is due to the natural aptitude, the previous training, and the attention and diligence of the student, as well as to the skill, fidelity, and earnestness of the lecturer, and if there

be a deficiency on the one side, an imperfect result may be accounted for without ascribing any fault to the other. Where the excellence is marked and general, praise may safely be given to both. In the knowledge of Scripture I find that 85 per cent. of the female students of the second year, and 65 per cent. of the corresponding class of male students have been reported as good or excellent, the rest being accounted fair. While the *difference* between the results in these two classes may probably be placed to the credit of the female students themselves, the excellence shown *in common* may be ascribed both to the diligence of the students and to the great pains which the Principal has bestowed on this subject. I know that he has felt the duty an onerous one in consequence of the extent of ground to be traversed, especially in the two classes of senior students, and of the thorough manner in which he feels bound to discharge the duty. If the syllabus of these two classes could be made to some extent to coincide, it would be a relief to him, and no doubt to others in the colleges intended for students of both sexes. I do not know whether this would be practicable, or whether there may not be some objection which has not occurred to me. Scripture.

The results in regard to the catechism, though similar so far as the relative position of the classes is concerned, are considerably different in themselves, the numbers marked good or excellent being much smaller. I am at a loss to furnish a sufficient reason for this, unless it be that there is greater difficulty in the case of the catechism in anticipating the nature of the questions to be put. Catechism.

When inspecting the college I heard Mr. Paterson lecture both on Scripture and on the catechism, and was much pleased with the minute and lucid manner in which he treated the subjects with which he had to deal.

In grammar and composition the students generally, and the senior female students in particular, make a fair appearance. I have nothing to add to what I have stated in former reports of the fidelity and talent with which their studies on those subjects are aided and directed by Mr. Steele. I heard him give a lecture on the *historical drama* in connexion with the illustration of Shakspeare's Julius Cæsar, one of the works prescribed for study in the syllabus. His comparison of historical with legendary subjects on the one hand, and of the dramatic story with the actual history on the other, were interesting and instructive. I listened also with satisfaction to Mr. Steele's examinations on Cowper's poems and Cæsar's Commentaries. Grammar, &c.

Geometry. Although the results in geometry are not so high, I heard the lessons of Mr. Lees with pleasure. They appeared to be simple and lively, and to maintain the attention and interest of the students.

History. Two lectures which I attended on history, by Mr. Kennedy, were clearly expressed on topics well selected, and with examinations judiciously conducted. This subject has been long a comparatively weak point in the examinations here for certificates of merit. The weakness may probably be ascribed to the fact that the lecturer has to conduct the studies of four distinct classes, over as many different periods of history, besides superintending the studies of the same classes in geography, and partly at least in some other branches. In this way the senior male students have only one hour a week devoted to this subject. The female students of the same standing have somewhat more. But the difference of time is scarcely sufficient to account for the remarkable fact, that while of the latter, nearly 30 per cent. rank as good or excellent, and more than 60 per cent. as fair, none of the former attain the higher rank, and only 31 per cent. are accounted fair. It is probable that being exempted from the mathematical studies, which occupy so much the minds of the young men, the female class make history a more engrossing subject of attention.

Geography. In geography these comparative results are reversed. It is the subject on which the per-centage of successful female students is decidedly small, while that of the male students of the second year may be considered as very satisfactory, 20 per cent. being reported good or excellent, and 48 per cent. as fair.

The instruction in music and drawing still appears to me deserving of the commendation to which I formerly thought the teachers entitled.

Reading and teaching. On the subjects of reading and teaching I am more especially and personally responsible for the judgment awarded. That judgment has been very favourable, but not, I am persuaded, unduly so. There has been much to call for my approbation in visiting the school with a view to reporting on such matters, and little or nothing to excite an opposite feeling. In regard to teaching, the judgment may be considered as corroborated by the high marks assigned to all the classes on account of the papers on school management. These will show what pains have been taken to render the institution an effective training school. In addition to the examinations on the text book, (Currie's), the principal is entitled to approbation for the

selection of subjects for lessons. In this respect there has been some alteration with the view of introducing more matter of a strictly practical kind, such for example as an exposition of arithmetical rules in place of some of the lessons on common objects. I have been much pleased in perusing the notes of lessons prepared by the students, to observe the care bestowed both on the matter and the arrangement, as well as the neatness of the penmanship. The practising has been carried on in various classes from the infants upwards, and I understand that there is a prospect of another school being erected with the sanction and concurrence of the Free Church Education Committee, within the precincts of the training college, or immediately contiguous, which may be rendered still further available for the same purpose. The results of this project, however, must be matter for a future report.

Female boarding houses.

In that report I may have also to advert to matters, which have been under the consideration of the Commitee of Council, connected with the accommodation of the female students in the boarding-house. I need not, however, wait for that opportunity to express my high opinion of the judgment and kindness with which it has been conducted by the lady superintendent, and to add my testimony to the health and apparent cheerfulness and comfort of those who are under her charge.

I have the honour to be, &c.

JAMES CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1865, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS,

THE inspection of the training school took place in October, and occupied my whole time for seven days. I found in regular attendance 100 students, distributed as follows:—

Males.		*Females.*	
First year - - -	25	First year - - -	31
Second year - -	23	Second year - -	21
	48		52

These may be further divided into two classes, viz.:—

1. STUDENTS HOLDING CHURCH BURSARIES.

Males.	£	*Females.*	£
7, each - - -	30	2, each - - -	21
15 „ - - -	26	16 „ - - -	18
7 „ - - -	24	21 „ - - -	15
17 „ - - -	20		
2 „ - - -	10		

2. ORDINARY, OR SELF-SUPPORTING STUDENTS.

Female - - - - 13

The arrangements for the Christmas examination were the same as on former occasions. The male candidates were under my own superintendence, while my colleague, Mr. Kerr, conducted the examination of the female candidates.

The following are the officers of the institution:—

Principal - - - -	Thomas Morrison, Esq., M.A.
Secretary - - - -	William Kidston, Esq.

College Department.

Lecturer on Mathematics and Arithmetic - - - -	The Rev. John Kerr, M.A.
Lecturer on History and Geography	A. H. Dick, M.A.
Lecturers on English Literature and Classics - - -	The Principal and Mr. Dick.
Master of Method, &c. - -	Edmund Boyd.
Tutor - - - -	John Shaw.
Teacher of Music - - -	John McLelland.
Teacher of Drawing - -	Alexander Banner
Teacher of French - -	Monsieur Practis.
Medical Officer - - -	James Adams, M.D
Lady Superintendent - -	Miss Sinclair.
Music Governess - - -	Miss Hood.
Needlework Governess - -	Miss Wallace.

Practising Schools.

Initiatory Department	David Caughie. Miss Caughie.
Juvenile Department	David B. Hutcheon. Isaac Waddington.
Senior Department	James White. William Stewart.
Model Department	William Sloan.
Industrial Department	Miss Wallace. Miss Harper.
Music	John McLelland.
Drawing	J. Kirkwood.

In this staff the only changes during the year have been the promotion of Mr. White to the head of the senior department in the room of Mr. Donaldson, recently appointed English master in the Grammar school, Paisley; and the substitution of Mr. Stewart for Mr. White in the junior department of the senior school.

It is again my pleasing duty to bear testimony to the great efficiency of all these officers, to whose ability, unwearied zeal, and faithfulness, the present high character of the institution may be justly ascribed.

Instruction.

On this subject I am not aware that there is anything to be communicated beyond what was stated in my report for last year. It may suffice then to give an analysis of the time-tables in use in the college department.

Analysis of Time Tables, showing the Distribution of the Hours of Study for one Week.

Subjects.	Male Students.		Female Students.	
	1st Year.	2nd Year.	1st Year.	2nd Year.
	Hours.	Hours.	Hours.	Hours.
Holy Scriptures and catechism	3	3	3	3
School management	2	2	2	2
Teaching	2	3	3	4
Arithmetic	4	4	3	3
Mathematics	2	3	—	—
Grammar and composition	3	3	3	3
Geography	3	3	3	3
History	2	2	2	2
Drawing	2	1	2	2
Reading	1	1	1	1
Penmanship	1	1	1	1
Latin	3	3	—	—
Political economy	3	3	—	—
Vocal music	2	2	2	2
Sewing and cutting-out	—	—	3	2
Domestic economy	—	—	2	2
Totals	33	34	30	30

N.B.—Latin (three hours a week) is taught during two-thirds of the session; the remainder is devoted to political economy.

Domestic economy is taught during the last half session; the time allowed in the table is, during the first half session, given to teaching.

Future Supply of Students.

Future supply of students.

I now beg to offer a few remarks on the future supply of students, a subject beginning to occupy the serious attention of all connected with our training colleges. In Scotland this is intimately mixed up with the present crisis in the education question. A Royal Commission is sitting in Edinburgh, and the Assistant-Commissioners have just given in their reports, on which the issue in some degree hinges; while the promoters and managers of schools seem unwilling to extend their operations in any way, or to incur new liabilities in connexion with schools already existing. In these circumstances I am not surprised that intelligent young men, who can so readily find other employment, should hesitate to enter a profession, over the future of which so much uncertainty hangs. This leads me naturally to the most alarming feature of the question, viz., the falling off in the supply of pupil-teachers. In the past year there has been a slight increase in my district, but the supply is still far short of former years, and the quality is much inferior This is much to be regretted, as the pupil-teachers form the steadiest and most reliable means of supply for our normal schools. Trained during their apprenticeship to habits of regular and systematic study, they enter the college better prepared to profit by the lectures than the raw lads from the country, many of whom had only left their manual labour in the workshop, or the farm yard, to sit down at the examination for admission. Nor is this inferiority confined to the time of training; it not unfrequently follows them to the school-room. Here the ex-pupil-teacher is at home, and, generally speaking, is remarkable for the order and regularity with which his various duties are performed; while his fellow student, as high, it may be, in the class list, enters on a new and untried field of action. The one sees at once what has to be done, and does it; while the other, only theoretically acquainted with school keeping, attains the same end after repeated attempts and not a few failures. In justice, however, to the teachers in my district, who have passed through the training college without

the previous experience of the pupil-teachership, it is but fair to add that I could name several striking exceptions to this general statement.

Again, it is alleged by many friends of education, and more especially in the midland and northern districts of Scotland, that the course of study in our training colleges is one sided and does not meet the wants of the common or elementary school, where a knowledge of classics has always been considered a requisite in the teacher, and hence the preference for a course at the university. Nor is this to be wondered at. In Scotland the university is closely connected with the parish, or common elementary school of the country; the former looking to the latter for her students, while the latter expects to receive, in return, her teachers from the former. Were it therefore possible to unite the two systems, so as to allow those holding bursaries to attend certain classes in the university, while receiving technical and other instruction in the normal school, a great point would be gained, and much of that *passive* opposition, from which the training system has suffered so long, would at once be removed. This is a scheme of training, however, so much at variance with the normal system as at present constituted, that I venture, with much hesitation, to bring it under the notice of your Lordships.

Frequent reference has been made of late to the large number who leave the profession of teaching either at the end of their apprenticeship, or, having held scholarships, at the end of their training in the normal school. But in the case of the former, were the number greater than it really is, there is no just cause of complaint, for a faithful and diligent discharge of duty during apprenticeship is a sufficient return for the aid received from the State; * while in the case of the latter, the lists in the Appendix show results, in reference to the training school with which I am officially connected, very different from what might have been fairly expected in the circumstances.

Results.

Results

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads:

* Report of the Committee of Council on Education for 1859, pp. xxxi. and xxxii.

I.

Candidates.	Examined Christmas 1865.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Percentage successful.
Male students, 1st year -	21	1	6	13	—	1	95·23
„ „ 2nd „ -	23	5	16	2	—	—	100·00
Female students, 1st year -	31	6	13	8	—	4	87·09
„ „ 2nd „ -	21	5	11	5	—	—	100·00

Thus out of 96 only 5 failed, or the failures amounted to only 5·2 per cent.

On further and more minutely analyzing the results of the Christmas examination, it appears that—

1. The male students of the first year stand best in spelling, Bible, catechism, reading and repetition, Euclid, school management, penmanship, arithmetic, and grammar, while in mental arithmetic, composition, and history the majority are below *fair*.

2. The male students of the second year rank very high in Bible, catechism, reading and repetition, spelling, and teaching; high in school management, penmanship, economy and geography; very fairly in composition, arithmetic and music; fairly in mental arithmetic and Euclid, while in grammar and history the majority are below *fair*.

3. The female students of the first year rank well in reading and repetition, spelling, domestic economy, needlework, penmanship, Bible, and composition; fairly in school-management, grammar, and arithmetic, while in music, history, geography, and catechism their standing is *low*.

4. The female students of the second year stand very high in reading and repetition, spelling, teaching, and needlework; high in Bible, penmanship, history, grammar, domestic economy, and arithmetic; fairly in composition, catechism, and school management, but in music and geography the majority are below *fair*.

II.

The number of male students who finished their training at Christmas 1864 was 41. These have been disposed of as follows:—

Appointed to schools in Scotland - -	30
„ „ England - -	7
Went to business - - - -	1
Occupation unknown - - - -	1
Dead - - - - - -	2
	41

The number of female students who finished their training at Christmas 1864 was 32. These have been disposed of as follows:—

Appointed to schools in Scotland - -	15
„ „ England - -	14
Married - - - - -	2
At home, or disengaged - - - -	1
	32

Examination for Admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Examined.	Per-centage successful.
Males, pupil-teachers - - - -	11	90·90
„ not pupil teachers - - - -	7	28·57
Females, pupil-teachers - - - -	11	100·00
„ not pupil-teachers - - - -	20	75·00

It thus appears that the pupil-teachers, though considerably younger as a class, have a decided superiority over the other candidates, which, generally speaking, they continue to maintain throughout their course of training.

Health of the Students.

On this important subject I have again to report favourably. During the past year the health of the students has been good and quite equal to the average of former years.

I have the honour to be, &c.

Charles E. Wilson.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

Free Church Normal School, Glasgow. List of Queen's Scholars (Males) from 1852 till 1864 inclusive, with their Destination on leaving, and their present Occupation, in so far as known.

No.	Name.	Destination on Leaving.	Present Occupation.
1	James McFarlane	College	Minister.
2	John Blane	Teacher	Teacher.
3	William Monk	"	"
4	Andrew Bowman	"	Dead.
5	Andrew Allan	"	"
6	Alexander Fraser	"	Teacher.
7	James Kerr	"	"
8	Alexander McKenzie.	College	"
9	John McIntosh	Teacher	"
10	John Sloan	College	Minister.
11	Malcolm White	"	"
12	Alexander McDougal.	Teacher	Teacher.
13	William Alexander	"	"
14	George Allan	College	Doctor.
15	David Andrew	Teacher	Teacher.
16	Alexander Bell	"	"
17	James Cameron	"	"
18	William Forbes	"	"
19	William Howie	"	"
20	Robert Kerr	Land Steward.	Dead.
21	Robert McCork	Teacher	College.
22	Edward McKinnon	"	Dead.
23	Daniel McLauchlan.	"	Teacher.
24	Farquhar McRae	"	"
25	James Miller	"	"
26	John Rae	"	"
27	John Ruthven	College	Minister.
28	George Small	Teacher	Teacher.
29	William Taylor	"	"
30	William Thompson	"	"
31	Robert Walker	"	Dead.
32	Francis Brown	"	"
33	John Bruce	"	"
34	Robert Collins	"	Teacher.
35	James Ferguson	"	College.
36	Daniel D. Fraser	"	Teacher.
37	James J. Fraser	"	"
38	John Galbraith	"	Dead.
39	Quintin Kerr	"	Teacher.
40	James Lawrence	"	"
41	Hugh McDarmid	"	"
42	Hugh McMaster	"	Dead.
43	John McMunchie	"	Teacher.
44	James Mitchell	"	"
45	William Stirton	"	"
46	John Taylor	"	"
47	John B. Tennent	"	"
48	James Allan	"	"
49	Alexander Anderson.	"	"
50	Donald Black	"	Doctor.
51	Robert Brown	"	Teacher.
52	James Cameron	"	"
53	John Dunlop	"	College.
54	James Giffin	"	Business.
55	James Liddell	"	Teacher.
56	William McCrackey	"	"
57	Peter McDougall	"	"
58	Gilbert S. Mitchell	"	"
59	Hugh Munro	"	"
60	John Nairn	"	"
61	John Shaw	"	"
62	John Stalker	"	"
63	Andrew Thompson	"	"
64	Thomas Reid	Teacher	Teacher.
65	Alexander Alexander.	"	Clerk.
66	Peter Alexander	"	Teacher.
67	James Blair	"	"
68	Allan Cameron	"	Dead.
69	William Carslan	Teacher.	
70	James W. Christie	"	Dead.
71	James B. Cunningham.	Teacher	Teacher.
72	James Dunlop	"	"
73	John Ferguson	"	"
74	David Gray	Literature	Dead.
75	James Houston	Teacher	Teacher.
76	Robert Lang	"	"
77	John McArthur	"	"
78	Daniel McCormick.	"	"
79	Archibald McFie	"	"
80	Donald McGilp	"	"
81	Robert McIndoe	"	"
82	John McInnes	"	Dead.
83	Malcolm McTaggart.	Teacher	Teacher.
84	James D. Mercer	"	"
85	Donald Munro	"	"
86	Gustavus Munro	"	"
87	William Rattray	"	"
88	John Robertson	College	Doctor.
89	John K. Robertson.	"	"
90	John Shearer	"	Dead.
91	James Symington	Teacher	Teacher.
92	John Sloan	"	"
93	Arthur Sutherland.	"	"
94	Samuel Tully	"	"
95	William Urquhart	"	"
96	James Waddel	"	Dead.
97	James Yuill	Teacher	Teacher.
98	Robert Angus	College	Minister.
99	William Barbour	Teacher	Teacher.
100	James Berige	"	"
101	John Boyd	"	"
102	Donald Clark	"	Farmer.
103	James Cole	"	Unknown.
104	Peter Connelly	"	Teacher.
105	Henry Copeland	"	"
106	Marshall Cowan	"	"
107	Robert Cunningham.	"	Dead.
108	Alexander Dewar	"	Teacher.
109	Alexander Fleming.	"	"
110	Archibald Galbraith.	"	College.
111	James Galloway	"	Teacher.
112	James Galloway	"	Divinity Student.
113	Ornald Gibson	"	Teacher.
114	William Gillespie	"	Divinity Student.
115	James Hamilton	"	College.
116	James Hardy	"	Teacher.
117	John Jones	"	"
118	Donald McDonald	"	Emigrated.
119	Robert McGregor	"	College.
120	Robert McLeay	"	Teacher.

No.	Name.	Destination on Leaving.	Present Occupation.
121	Alexander McMaster.	College	Minister.
122	Duncan McPhee	Teacher	Teacher.
123	Donald McRae	„	„
124	John Malcolm	„	„
125	Andrew Martin	„	„
126	Alexander Oliver	„	„
127	John Rebanks	„	„
128	Wilson B. Smith	„	„
129	George Spiers	„	„
130	John Steele	„	„
131	William E. Thomley.	„	„
132	John Inman	-	Dead.
133	Isaac Waddington	Teacher	Teacher.
134	Robert Watson	„	„
135	Edmund Whatty	Unknown	Unknown.
136	David Gregorson	Teacher	Teacher.
137	James Weir	„	„
138	James White	„	„
139	Walter Andrews	„	„
140	John Barbour	„	„
141	James Bennett	„	„
142	William Bennett	„	„
143	Matthew Biggar	„	„
144	Jabez Bland	-	Health failed.
145	Joseph Broadhurst	-	„
146	William Clunie	-	Dead.
147	William Coults	Teacher	Teacher.
148	James Craig	„	„
149	Donald Cumming	„	„
150	Francis Anrade	„	„
151	John Dalziell	„	„
152	Thomas Fleck	„	„
153	William Fleck	„	„
154	James Gunn	-	Expelled.
155	George Francis	Teacher	Teacher.
156	George Hansom	„	„
157	Robert Harvey	„	„
158	John B. Haywood	„	Unknown.
159	Dougald Henderson.	„	Teacher.
160	Robert Homer	„	„
161	Alexander Kennedy.	„	„
162	Andrew Kerr	„	„
163	Thomas Kerr	„	„
164	Alfred Kitchen	„	Business.
165	Alexander McGregor.	„	
166	Daniel McIver	„	Teacher.
167	James McKay	-	Dead.
168	Archibald McKim	-	Expelled.
169	Kenneth McLean	Teacher	Teacher.
170	Donald McLeod	„	„
171	William Metcalf	„	„
172	John Martin	„	„
173	Alexander Milne	„	„
174	David Miller	„	„
175	Robert Paterson	„	„
176	Joseph Pincot	„	„
177	William Preston	„	„
178	Matthew Reid	„	„
179	James Richmond	„	Emigrated.
180	Joseph Robson	„	Teacher.
181	James Rutherford	„	„
182	Thomas Simpson	„	„
183	Robert Skelly	„	„
184	John Smith	„	„
185	Robert Thomas	„	Unknown.
186	Thomas Trembath	„	„
187	William A. Turner	„	„
188	John E. Whitehead.	College	Minister.
189	Frederick Woodruff.	Teacher	Teacher.
190	Daniel Wright	College	Divinity Student.
191	William Cart	„	Unknown.
192	John R. Dow	Teacher	Teacher.
193	Ebenezer Pincot	„	„
194	William Cumming	College	Dead.
195	James Auld	Teacher	Teacher.
196	James Binnie	„	„
197	James Black	„	„
198	Donald Brown	„	„
199	James Brown	„	„
200	William Brownridge.	„	„
201	Jonathan Campbell.	„	„
202	Malcolm Carmichael.	„	„
203	James Clark	„	„
204	James D. Crowe	„	„
205	Alexander Cumming.	„	„
206	Alexander Duncan	„	„
207	Gideon Duncan	„	„
208	Thomas Emmett	-	Dead.
209	Peter Fergnsson	Teacher	Teacher.
210	Thomas Forrester	„	„
211	William Gillespie	„	„
212	Alexander Hannay	-	Dead.
213	Richard Howie	Teacher	Teacher.
214	John Jackson	„	„
215	Alexander Linn	College	Unknown.
216	Hugh McCulloch	Teacher	Teacher.
217	Donald McDonald	„	„
218	Roderick McDonald.	„	„
219	Donald McKay	„	„
220	John McKay	„	„
221	John McKennie	„	„
222	AlexanderMcKenzie	„	„
223	Finlay McKenzie	„	„
224	Daniel McLean	„	„
225	Farquhar Matheson.	„	„
226	John Miller	„	„
227	Alexander Moore	„	„
228	John Rothwell	„	„
229	George H. Saunders.	Business	Unknown.
230	Alexander Simpson.	Teacher	Teacher.
231	John Skelly	„	„
232	Archibald Sloan	„	„
233	William A. Sloan	„	„
234	Robert Spedding	-	Expelled.
235	David Todd	Teacher	Emigrated.
236	Thomas J. Brown	„	Teacher.
237	P. E. Franshawe	„	„
238	John Noyle	„	„
239	William P. Salter	-	In bad health.
240	William Barbour	Teacher	Dead.
241	James Black	„	Teacher.
242	William S. Bowie	„	„
243	William Cairns	„	„
244	Archibald Cameron.	„	„
245	Duncan Campbell	„	„
246	William Clare	„	„
247	James Colville	„	„
248	William Conchie	„	„
249	Joseph Corker	„	„
250	John Craig	College	College.
251	Alexander Davidson.	Teacher	Teacher.
252	Thomas Edwards	„	„
253	Richard Fallowfield.	„	„

No.	Name.	Destination on Leaving.	Present Occupation.
254	John C. Fletcher	Teacher	Teacher.
255	Robert Harper	"	"
256	Enoch Heaton	"	"
257	Thomas Halbour	"	"
258	Robert Kennedy	"	"
259	William Lamont	"	"
260	Henry B. Leslie	"	"
261	John Lochore	"	"
262	William McArthur	"	"
263	Alexander McColl	"	"
264	William McCormick.	"	"
265	Alexander McDonald.	"	"
266	James McIsaac	"	"
267	John McLauchlan	"	"
268	Duncan McMartin	"	"
269	Donald McMillan	"	"
270	John McMillan	"	"
271	James McTaggart	"	"
272	John Matheson	"	"
273	Angus Murchison	"	"
274	James Murray	"	"
275	Thomas Paterson	"	"
276	George Pollock	"	"
277	Walter Ross	"	"
278	James Sinclair	"	"
279	James Stirton	"	"
280	James Taylor	"	"
281	John Terrie	"	"
282	Jonas Anderton	"	"
283	Daniel Ballantyne	"	"
284	Starkie Barns	"	"
285	Daniel Burns	Engineer.	
286	Charles Caley	Teacher	Teacher.
287	William Cook	"	"
288	William Cronshaw	"	"
289	George Dunn	"	"
290	John Dymock	"	"
291	John Galloway	"	"
292	Peter Girdwood	Teacher	Teacher.
293	John Greenwood	"	"
294	Robert Haswell	Business	Business.
295	John Howie	Teacher	Teacher.
296	Herbert Jowett	"	"
297	John Kirkwood	"	"
298	John Lang	"	"
299	Donald Matheson	"	"
300	Richard Morton	"	"
301	Alexander McClymont.	"	"
302	Duncan McDougall.	"	"
303	Walter McFarlane	"	"
304	James McIntosh	College	College.
305	William McIsaac	Teacher	Teacher.
306	Charles McKay	"	"
307	Duncan McKellar	"	"
308	Robert McKechan	Dead.	
309	Thomas McMurray.	Teacher	Teacher.
310	Kenneth McQueen	College	College.
311	Archibald McTavish.	Teacher	"
312	James McTyre	"	Teacher.
313	Robert Napier	"	"
314	George Parker	"	"
315	John Payne	"	"
316	Francis Pollard	"	"
317	William Rawnsley	"	"
318	Henry Roberts	"	"
319	Thomas Ross	"	"
320	Robert Ross	"	"
321	William A. Rothwell.	"	"
322	Alexander Scott	"	"
323	Robert Stevenson	"	"
324	William Stewart	"	"
325	William Stewart	"	"

Analysis of foregoing List.

1. Total Number of Queen's scholars - - - - - - - - - 325
2. Deduct :—
   - (*a*) Allan Cameron
     James W. Christie
     John M. McInnes
     John Shearer
     James Waddell
     John Inman
     Jabez Bland
     Joseph Broadhurst
     William Clunie
     James McKay
     Thomas Emmett
     Alexander Hannay
     William P. Salter
     Robert McKechan
     } Who either died or whose health gave way in course of their studies - - - - 14
   - (*b*) James Gunn
     Archibald McKim
     Robert Spedding
     } Left through misconduct - - - - 3
     — 17

There remain - - - - - - - - - - - - - - - - 308

Of these there have—

- (*a*) Gone to business - - - - - - - - - - 3
- (*b*) To literature (D. Gray) - - - - - - - - - 1
- (*c*) Unknown - - - - - - - - - - - - 1
- (*d*) College - - - - - - - - - - - - 18
  — 23

And direct to teaching - - - - - - - - - - - 285
or 87·7 per cent.

Of the 285 who have become teachers, no fewer than 252 are known to be teachers still, *i.e.*, after an interval in the case of some of 14 years. In the same time, of the same number, only 10 are known to be dead, and not one is known to have misconducted himself.

Appendix.

Free Church Normal School, Glasgow. List of Queen's Scholars (Females) from 1852 till 1864 inclusive, with their Destination on leaving, and their present Occupation, in so far as known.

No.	Name.	Destination on Leaving.	Present Occupation.
1	Ellen Dickson	Teacher	Married.
2	Catherine Campbell.	"	"
3	Jane Abbot	"	Dead.
4	Janet Gardiner	"	"
5	Jane Gardiner	"	Married.
6	Christina McFarlane.	"	"
7	Jane Lindsay	"	"
8	Elizabeth McInnes.	"	Dead.
9	Helen Robertson	"	Married.
10	Margaret Leckie	"	"
11	Emma Fernie	"	Unknown.
12	Jessie C. Smith	"	Married.
13	Elizabeth Murray	"	Teacher.
14	Marion Johnstone	"	"
15	Margaret Kelly	"	Married.
16	Isabella McIver	"	Teacher.
17	Rosa M'Nab	"	Unknown.
18	Mary Major	"	Married.
19	Ann Moodie	Married.	
20	Mary Reid	Teacher	Married.
21	Elizabeth Scott	"	Teacher.
22	Barbara Allardyce	"	Married.
23	Sophia B. Clark	"	Teacher.
24	Jane Rowand	"	Married.
25	Agnes Scott	"	Teacher.
26	Margaret Conochie	"	"
27	Janet Paterson	"	"
28	Janet Baird	"	"
29	Mary Boyd	"	"
30	Elizabeth Cameron.	"	"
31	Marion Drummond.	"	"
32	Elizabeth Gunion	"	"
33	Lilias Grierson	"	"
34	Barbara Hogg	"	Married.
35	Mary Hodgson	"	Teacher.
36	Mary Johnstone	"	"
37	Catherine McDonald.	"	Married.
38	Jane McNicol	"	Teacher.
39	Jane Pattison	"	"
40	Jessie Ritchie	"	"
41	Jane Robertson	"	"
42	Ellen Reid	"	Married.
43	Jessie Sim	Dead.	
44	Isabella Stewart	Teacher	Teacher.
45	Jane Stewart	"	"
46	Isabella Todd	"	"
47	Margaret Walker	"	"
48	Elizabeth Young	"	Married.
49	Jane Gilmour	"	Unknown.
50	Margaret Gunion	"	At Home.
51	Mary S. Martin	"	Dead.
52	Mary Thompson	"	Married.
53	Agnes Urie	"	Teacher.
54	Mary Aitchison	"	"
55	Ann F. Brown	"	Married.
56	Jemima Brown	"	Teacher.
57	Anette Campbell	"	Married.
58	Margaret Douglas	"	Teacher.
59	Elizabeth A. Duncan.	"	Married.
60	Catherine Harper	Teacher	Teacher.
61	Mary Kennedy	"	Married.
62	Margaret McArthur.	"	Teacher.
63	Jane Milligan	"	"
64	Euphemia Moffat	"	"
65	Margaret Niven	"	"
66	Christina Rennie	"	Married.
67	Christina Robertson.	"	Teacher.
68	Catherine Ross	"	"
69	Elizabeth Smith	"	"
70	Agnes Steven	"	Married.
71	Agnes Wilson	"	"
72	Isabella Wilson	"	Teacher.
73	Jane Jones	"	"
74	Sarah Pincott	"	"
75	Jessie Stewart	"	"
76	Eliza Connal	"	"
77	Jessie Ann Kerr	"	"
78	Catherine McGregor.	"	Married.
79	Mary McAlvey	"	Teacher.
80	Rosa Broughall	"	"
81	Flora Cameron	"	"
82	Jane Clark	"	Married.
83	Isabella Dow	"	Teacher.
84	Catherine Fergusson.	"	"
85	Jane Caughie	"	Married.
86	Jessie Watson	Dead.	
87	Elizabeth Walker	Teacher	Married.
88	Emily Cowans	"	Emigrated.
89	Janet Osborne	"	At home.
90	Jane R. Alexander	"	Teacher.
91	Jessie Brown	"	"
92	Eliza Dawson	"	Married.
93	Jane Drummond	"	Teacher.
94	Anne Henderson	"	"
95	Jane Hercus	"	"
96	Harriet Hill	"	"
97	Janet McFarlane	"	Dead.
98	Margaret McGregor.	"	Teacher.
99	Elizabeth McKellar.	"	"
100	Agnes McOmish	"	"
101	Sarah Metcalf	"	"
102	Amelia Millar	"	Married.
103	Augusta Wallace	"	Teacher.
104	Agnes Whyte	"	"
105	Susanna Alexander	"	"
106	Margaret Brown	"	"
107	Mary Caldwell	"	"
108	Agnes Campbell	"	"
109	Mary Crawford	Ill.	
110	Jane Dalziell	Teacher	Teacher.
111	Catherine Donald	"	"
112	Margaret Duncan	"	"
113	Mary Edgar	"	"
114	Grace Gemmell	"	"
115	Elsie Gordon	"	"
116	Margaret Grant	"	"
117	Jessie C. Hay	"	"
118	Isabella McIntosh	"	"
119	Janet McKay	"	"

No.	Name.	Destination on Leaving.	Present Occupation.
120	Ellen McMath	Teacher	Teacher.
121	Margaret McOmish	„	„
122	Jane Murdoch	„	„
123	Margaret Paterson	Married.	
124	Elizabeth Robertson.	„	
125	Jane Shand	Teacher	Teacher.
126	Janet Steele	„	„
127	Isabella Thompson	„	„
128	Maggie Wallace	„	„
129	Christina Weir	„	„
130	Mary Ann Stewart	Ill.	
131	Sarah Houston	Teacher	Teacher.
132	Elizabeth Alders	„	„
133	Alexandrina Baird	„	„
134	Maggie Bell	„	„
135	Jane Buchanan	„	„
136	Janet Duff	„	„
137	Jane Ewart	„	„
138	Margaret Fraser	„	„
139	Jessie Gardner	„	„
140	Agnes Graham	Married.	
141	Margaret John	Teacher	Married.
142	Mary Kelly	„	Teacher.
143	Agnes Laing	„	„
144	Sarah Laing	„	„
145	Eliza McCandlish	„	„
146	Agnes McKindlay	„	„
147	Janet McLauchlan	„	„
148	Mary Ann McWilliam.	„	„
149	Anne Marshall	„	„
150	Elizabeth Miller	„	„
151	Marion Primrose	„	„
152	Ellen Roberts	„	„
153	Jane Sloan	„	„
154	Jane Stephen	Teacher	Teacher.
155	Ann Stewart	„	„
156	Isabella Stewart	„	„
157	Margaret Taylor	„	„
158	Eliza Thom	At home	„
159	Margaret Weir	Teacher	„
160	Isabella Alexander	Married.	
161	Eliza A. Barclay	Teacher	Teacher.
162	Margaret Barton	„	„
163	Jane M. Boag	„	„
164	Jacobina Bremner	„	„
165	Mary A. Fergusson	Dead.	
166	Annie Foulkes	Teacher	Teacher.
167	Mary M. Gardner	Not appointed.	
168	Anne Gunion	Dead.	
169	Margaret Hamilton.	„	
170	Mary Hannington	Teacher	Teacher.
171	Margaret Hastings	„	„
172	Mary Hughes	„	„
173	Annabella Locke	„	„
174	Jane Marshall	„	„
175	Anne Moffat	„	„
176	Cecilia Mowat	Married.	
177	Jessie Moore	Teacher	Teacher.
178	Margaret McCallum.	„	„
179	Margaret McInnes	„	„
180	Anne McKichan	„	„
181	Margaret Ross	„	„
182	Mary Shaw	„	„
183	Eleanor Spink	„	„
184	Agnes Sutcliffe	„	„
185	Isabella Taylor	„	„
186	Emily Walters	„	„

Analysis of foregoing List.

1. Total Number of Queen's Scholars - - - - - - - 186
2. Deduct:—
   - (*a*) Jessie Sims, Jessie Watson, Mary Crawford, Mary A. Stewart, Mary A. Fergusson, Anne Gunion, Margaret Hamilton — Who either died, or whose health gave way during their studies - - - - 7
   - (*b*) Not appointed - - - - - - - - - 1

   — 8

Total - - - - - - 178

These have been disposed of as follows:—

(*a*) Married on leaving	6
(*b*) At home	1
(*c*) Gone to teaching	171
Total	178

It thus appears that 171 out of 178 have gone to teaching, or 96·06 per cent.

Of the 171 who have gone to teaching the following is the present occupation:—

(*a*) Married	32
(*b*) Dead	5
(*c*) Unknown	3
(*d*) At home	3
(*e*) Emigrated	1
(*f*) Teaching	127
Total	171

REPORT, *for the Year* 1865, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS, March 6, 1866.

I HAVE the honour to submit to your Lordships the following statement as to the result of my inspection of this institution, in reference to its position and labours during the current year.

Buildings, &c.

It was visited by me in June last. The buildings and domestic arrangements have been described in former reports; with respect to these no change has been made during the past year. At my conference with the Committee immediately after my inspection I had no special suggestions to offer for their consideration as to the future regulation of the College; my pleasing duty was to congratulate them on the thoroughly satisfactory condition of the Institution.

Officers.

The staff of officers consists of the Rev. Christopher Smith, A.B., Principal; Mr. Chisholm, St. Mark's, Chelsea, Vice-principal; Mr. Thackrah, St. Mark's, Chelsea, Normal Master.

Duties of Principal.

The Rev. Principal, who resides in the neighbourhood with his family, directs the general affairs of the Institution. He takes the departments of Scripture and Liturgy, the English language and literature, history, and economy. He superintends the practising school, presides over the proceedings when the students give collective lessons, and hears the criticisms which follow; and he exercises a general supervision and care over the whole establishment.

Results.

The results produced by the earnest and judicious efforts of the Rev. Principal, I have had peculiar opportunities of observing. He not only gives an excellent tone to the moral and intellectual training of the students, but he has been very successful in making them practical schoolmasters, understanding the principles of education, and expert in the details of school work. His lectures are exceedingly valuable.

Duties of Vice-principal, &c.

Mr. Chisholm, the Vice-principal, was appointed to his office in June last, and the appointment is an excellent one. In addition to the subjects of arithmetic, mathematics, geography, geometry, and experimental science generally, and music, on all of which he lectures with much energy and skill, he teaches drawing with great success on the system recommended by the Art Department of the Board of

Household arrangements.

Trade. Mr. Chisholm is the resident superintendent of the College, and Mrs. Chisholm has full authority in all matters of domestic management; the whole household is under a kind, though a firm and vigilant supervision, and leaves nothing to be desired.

Duties of normal master, &c.

The normal master, Mr. Thackrah, succeeded Mr. C. S. Dawe in August last. In addition to his daily duties at the practising school connected with the College, his chief occupation in the latter is with the school management department, his lectures on which are sensible and useful, and marked by considerable ability and successful result with the students.

Late normal master.

It may be proper in this place to record that Mr. Dawe late normal master, quitted the College in June last for the important post of normal master at St. Mark's, Chelsea. In his former sphere of duty in Edinburgh he acquitted himself with high honour and success, and I congratulate him on his well-merited elevation in his profession.

Number of students.

The number of students for whom accommodation is provided in the College is 25; at my examination in June last 12 were present.

Time table, &c.

The appended Time table, with a list of the text books used, represents the amount of time spent on each subject.

Time.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6-7	—	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.
7-8	Private Study.	*b.* I. Arithmetic *c.* II. Arithmetic.	*b.* I. Euclid. *c.* II. Arithmetic	*b.* I. Arithmetic. *c.* II. Mensuration.	*b.* I. Euclid. *c.* II. Arithmetic.	*b.* I. Arithmetic. *c.* II. Arithmetic.	Private Study.
9½-10½	Private Study.	*a.* I. Grammar. *b.* II. Algebra.	*a.* I. Grammar *b.* II. Euclid.	*a.* I. Latin. *b.* ii. Algebra.	*a.* I. Grammar. *b.* II. Euclid.	*a.* I. Grammar. *b.* II. Algebra.	Examination.
10½-11½	—	*a* I. Divinity. *b.* II. Geography.	*a.* I. History. *b.* II. Geography.	*a.* i. Liturgy. *b.* II. Economy.	*a.* I. Divinity. *b.* II. Geography.	*a.* I. History. *b.* II. Geography.	
11½-12½	—	*b.* I. Economy. *a.* II. Divinity.	*b.* I. Geography. *a.* II. History.	Critical Lesson or *a.* Liturgy.	*b.* I. Writing. *a.* II. Divinity.	*b.* I. Geography. *a.* II. History.	
1½-2½	—	*b.* Drawing.	*a.* ii. Grammar.	*b.* Drawing.	*a.* II. Grammar.	*b.* Drawing.	—
4½-5½	—	*c.* School Management.	Private Study.	*c.* School Management.	Private Study.	*c.* School Management.	—
5½-6½	—	*b.* Music.	*b.* Music.	*b.* Music.	*b.* Music.	*b.* Music.	—
7½-9½	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.

a. The Rev. Principal. *b.* Vice-Principal. *c.* Mr. Thackrah.

TEXT BOOKS.

Holy Scripture.—Dr. Smith's Old Testament; Dean Alford's New.
Liturgy.—Wheatley; Procter.
Catechism.—Dean Ramsay's.
History.—Collier; Hume.
Grammar.—Morell's.
Latin.—Edinburgh Academy's Grammar.
Economy.—Cassel, &c.
Geography.—Hughes; Lawson.

Euclid.—Potts'.
Algebra.—Colenso.
Music.—Hullah's Manual.
Drawing.—Burchett's Geometrical and Perspective.
Arithmetic.—Barnard Smith's.
School Management.—Morrison and Currie.

Music continues to be taught efficiently by the Vice-principal. The music lessons are now confined to what may be called the grammar of music, omitting all reference to the theory of harmony. The students enter thoroughly into all the elementary parts of musical notation, so that, if they be attentive, they possess the means of acquiring a complete knowledge of the subject, so far as it is necessary to read at sight and express any simple passage on paper. This is what becomes in after life of especial value to the teacher; any further knowledge of music could only find its application out of the walls of an elementary school. Music.

The plan adopted for the practical exercise of the students in teaching is explained in the following statement sent in by the late normal master just before his departure:— Teaching practice.

Normal Master's Report.—Episcopal Training Institution.

As there are only 12 students it has been considered undesirable to require more than one student to teach at a time. By this arrangement each student teaches for three weeks during the year. As in addition to the student-teacher there is the ordinary staff of pupil-teachers; the master is able occasionally every day to watch and correct the student's teaching as well as to teach in his presence. Care has been taken to plan out beforehand the lessons the student is required to give, that he might have an opportunity of preparing for his work.

Criticism lessons have also been given in the presence of the officers and students of the institution. These lessons not only give the students greater confidence in teaching, but they enable the Principal and tutors of the College to form a fair estimate of each student's tact and power as a teacher.

C. Sherwill Dawe, Normal Master.

There is no part of a training institution of greater importance than the practising schools, and the authorities of the college at Minto House are anxious to raise these schools to the highest state of efficiency. In many respects the improvement that has taken place is considerable. I have, however, to regret that the school buildings are hardly large enough to accommodate such a number of children in attendance as to give to the students adequate scope for practice in the art of teaching. I fear that there are insuperable local difficulties in the way of any amelioration of the present arrangement. State of practising schools.

My examination of the students in June last led me to the conclusion that they would do very fairly at the ensuing Results of Christmas examination.

Christmas examinations, and I am glad to find my anticipations realised in the following results:—The number of students who presented themselves for examination was 12, all of whom were successful, three being placed in the first class, five in the second, and four in the third.

Conclusion. I beg leave, in conclusion, to state to your Lordships, that the Episcopal Training College at Minto House, Edinburgh, may be fairly represented as an Institution in which students have every opportunity of preparation for their future official duties. The staff of officers is complete and thoroughly efficient, the domestic arrangements and the instruction are excellent, and the general influences highly conducive to the formation of such habits as become a schoolmaster.

With these advantages thus offered to students, added to the liberality of the conditions as to payments, it may be hoped that the applications for admission will steadily increase, and that the great sacrifices made by the founders and the promoters of this valuable college may be rewarded by commensurate results.

I have the honour to be, &c.

T. Wilkinson.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 3.

List (under Counties) of Elementary Schools, aided from the Parliamentary Grant up to 31 December 1865:

1. For Building or Fixtures. In all these cases, unless marked with an asterisk (grant from the Treasury before appointment of a Committee of Council on Education),* the right of inspection is permanently secured by deed.
2. For Annual Maintenance. In these cases, if there has been no grant for Building or Fixtures, the right of inspection is limited to the continuance of aid.
3. For Books, Maps, and Apparatus. These grants have not been made since 1861. The managers receiving them engaged that the school should be open to inspection for seven years. The schools which have received no other grant are distinguished by ‡ prefixed.

ENGLAND.

Note.—N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., *Wesleyan Methodists' Conference*; R., *Roman Catholic Poor School Committee*; Ch. S., with the *Church of Scotland*; F.C., with the *Free Church*; Pres., that it is a *Presbyterian* School; P., that it is a *Parochial* School; and U., a *Poor Law Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.†	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	Bedford.	£ s. d.		£ s. d.
181	Ampthill - N. 7	284 17 6	148	67 5 2
181	Ampthill - B. 6	190 0 0	88	48 1 3
180	Arlsey, St. Peter's - N. 10	334 4 0	67	31 18 8
182	Aspley Guise N. 7	273 10 0	94 / 20	60 6 0
182	Aspley Guise B. 6	- - -	72	31 14 8
179	Barford, Great - N. 11	213 0 0	68	37 17 6
179	Bedford, Hawes St. - - - 11			
179	Biddenham - N.	*45 0 0		
	" - "	65 0 0		
180	Biggleswade N. 11	*150 0 0	147	83 9 6
	" - "	142 5 3		
180	Biggleswade, Boys - B. 7	- - -	138	78 11 6
180	Biggleswade, Girls - B. 7	- - -	57	34 0 2
183	Billington - N. 7	146 0 0	35	16 11 10
179	Bletso - N.	100 0 0		
180	Blunham - N.	52 0 0		
184	Caddington Ch. 8	334 0 0	59	30 12 6
180	Caldecote, Upper - N. 11	176 0 0	61 / 23	35 14 10
180	Clifton, All Saints - N. 11	- - -	75	39 18 4
181	Clophill - N.	*50 0 0		
179	Colmworth - N.	63 10 0		
181	Cranfield - N. 8	*88 0 0	111	10 8 4
184	Dunstable - N. 8	*85 0 0		
184	Dunstable - W. 6	- - -	162	109 5 2
184	Dunstable, Station End Branch - W.			
180	Dunton - P. 11	213 0 0	51	27 9 10
183	Eaton-Bray - N.	72 0 0		
183	Eaton-Bray - W. 7	209 10 0	49	28 12 0
178	Eaton-Socon N. 6	561 10 0	132	66 0 8
182	Eversholt - N. 6	122 2 6	93 / 42	59 5 0
180	Everton and Tetsworth - N. *a*	*42 0 0		
179	Felmersham N.	110 0 0		
181	Flitwick - N. 6	38 5 0	47	24 5 6
179	Goldington Ch. 11	- - -	84	23 11 4
179	Harrold - N. 7	267 10 0	56	22 6 8
183	Heath and Reach - N. 6	266 0 0	47	21 11 0
180	Henlow - N. *a*			
182	Hockliffe - N. 7	144 0 0	51	22 12 10
184	Houghton Regis - N.	419 0		
184	Hyde, East, (The Hyde School) - 7	- - -	39	22 3 2
179	Kempston, Ch. End - N.	143 10 0		
179	Kempston, Up. End - N. 11	270 0 0	97	41 1 10

* Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.

† Where *two* numbers are given, the *latter* denotes Evening Scholars.

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
179	Keysoe - N.	42 0 0		
183	Leighton Buzzard - B. 6	- - -	123	66 5 7
183	Leighton Buzzard, Infants - B. 6	75 0 0	120	79 9 7
184	Luton - N. 8	*145 0 0	387	169 7 2
	" - "	1,379 0 0	22	
184	Luton, Boys B. 6	- - -	103	37 13 0
184	Luton - W. 6	- - -	210	126 7 1
181	Marston Moretaine and Lidlington N. 7	160 0 0	101 16	53 6 6
181	Maulden - N. 7	110 0 0	48	22 10 0
180	Meppershall N. *a*	*40 0 0		
180	Northill - N. 11	- - -	63 31	36 7 6
179	Pavenham Ch. 7	- - -	96 21	60 1 8
171	Poddington N.	50 0 0		
181	Pulloxhill - N. 7	84 10 0	74	40 19 2
179	Renhold Ch.	187 1 3		
182	Ridgmont Ch. 6	- - -	51	18 12 0
182	Ridgmont - W.			
179	Riseley - N.	103 0 0		
179	Roxton - N. 11	188 0 0	50	25 2 8
180	Sandy - N. 11	- - -	118 20	63 16 6
181	Shillington - N. 4	302 8 0	70	37 8 6
181	Silsoe Ch. 6	- - -	89	43 0 0
178	Staughton, Little - N.	50 0 0		
181	Steppingley N.			
179	Stevington - B. 7	- - -	55 24	49 10 8
184	Stopsley - N.	232 4 0		
180	Stotfold - N. 6	193 0 0	76	*b*
182	Tebworth - N. 6	297 0 0	20	16 13 4
182	Tebworth - W. 7	- - -	43	28 10 11
178	Tilbrook - N.	142 0 0		
182	Toddington - N. 6	439 4 0	62	42 10 0
182	Toddington - W. 7	477 0 0	82	50 9 6
179	Turvey, Boys and Girls - N. 8	341 0 0	38 62	43 7 4
179	Turvey, Inft. N. 8	66 10 0	34	20 9 0
181	Westoning - N. 7	85 0 0	66 42	42 12 6
179	Wilden, End. N.	101 5 0		
179	Wilshampstead or Wilstead - N.	111 0 0		
182	Woburn, Free B. 6	- - -	155	79 15 0
179	Yelden - N.	81 0 0		
	BERKSHIRE.			
123	Abingdon - N. 12	- - -	52	*b*
123	Abingdon - B. 6	- - -	280	108 17 4
123	Abingdon, St. Edmund's - R. 5	- - -	60	23 16 5
126	Aldermaston Ch. 5	- - -	60	30 7 2
123	Appleton - N.	*35 0 0		
128	Arborfield - N.	65 0 0		
130	Ascot Heath N. 6	385 5 0	107 13	57 3 10
122	Ashbury - N.	119 0 0		

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	BERKS—*cont.*	£ s. d.		£ s. d.
125	Aston-Tyrold N.	54 0 0		
116	Beech Hill - N. 6	- - -	38	15 15 7
126	Beenham - N. 5	36 0 0	57	23 9 5
128	Berkshire Reformatory, at Three Mile Cross.			
130	Binfield Ch. 5	- - -	145	60 10 0
120	‡Boxford - N.			
130	Bracknell Ch. 6	150 0 0	81	31 10 0
129	Bray - N. 6	- - -	60	27 14 8
129	Bray, Boyne Hill - Ch. 6	- - -	43	16 5 2
129	Bray and Hollyport - N. 6	252 0 0	89	30 7 0
125	Brightwell - N. 12	50 18 8	82 26	52 12 4
120	Brimpton Ch. 5	- - -	50	13 8 0
130	Broadmoor Asylum (Children of Servants) - 5	- - -	30	11 2 10
122	Buckland - N. 7	321 0 0	84	33 0 0
126	Burghfield - N. 5	20 10 0	55	14 3 10
124	Challow, East N.	144 0 0		
124	Charlton (Branch of Wantage) - N.			
120	Chieveley, North Heath -	*75 0 0		
124	Childrey - W.	106 0 0		
125	Cholsey - N. 11	*62 0 0	84	35 8 10
131	Clewer - N. 6	- - -	86	16 13 4
122	Coleshill (Earl of Radnor's),			
129	Cookham - N.	368 0 0		
129	Cookham Dean - N. 6	125 9 0	105	55 0 0
123	Cumnor - N. 12	434 0 0	93	29 2 0
124	Denchworth N. 1	170 0 0	26	15 13 0
123	Drayton - N.	124 0 0		
128	Earley - N. 5	- - -	75	35 15 0
121	Eastbury - N.	218 0 0		
122	Faringdon, Infant - Ch. 1	- - -	123	58 16 0
122	Faringdon - B. 2	- - -	66	27 13 0
122	Faringdon, Girls - N. 1	- - -	60	22 6 0
124	Fawley - Ch. 7	160 16 0	38	20 1 0
123	‡Fyfield - N.			
120	Greenham - N. 7	16 15 0	34	7 2 0
124	Hampstead Norris - N. 7	68 0 0	52	23 5 0
124	Hanney - N.	177 11 0		
124	Harwell - N.	*50 0 0		
124	Harwell - W. 6	- - -	41	25 15 11
124	Hendred, East - N. 7	173 0 0	107 32	61 10 0
124	Hendred, East, St. Amand's - R. 5	228 12 0	37	16 13 0
124	Hendred, West - N. 7	153 5 8	44 10	21 11 0
124	Hermitage - N. 7	45 17 3	47	21 18 0
123	Hinksey, North - Ch.	133 0 0		

b Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	BERKS—*cont.*	£ s. d.		£ s. d.
122	Hinton Waldrist - N.	*30 0 0		
121	Hungerford N. 7	- - -	105	41 19 4
121	Hungerford, New Town Branch - N. *a*			
128	Hurst and Ruscombe N. 6	140 0 0	90	38 15 10
129	Knowl Hill N. 6	226 0 0	94	12 13 5
121	Lambourne N. 7	349 0 0	114 / 14	48 5 11
121	Lambourne W. 2	- - -	64	32 1 10
121	Lambourne, Woodlands Ch. 7	- - -	46	*b*
122	Langford - N.	90 0 0		
124	Letcombe Bassett - N. 12	106 0 0	35	10 11 6
124	Letcombe Regis - N. 7	166 4 0	35	21 4 2
129	Maidenhead Infant and Sunday -	150 0 0		
129	Maidenhead N. 6	287 1 3	115	*c*
129	Maidenhead B. 2	- - -	70	31 3 2
129	Maidenhead W. 2	- - -	153	73 5 4
120	Newbury - N. 7	888 0 0	184	80 19 8
120	Newbury - B. 2	192 17 6	77	11 11 4
120	Newbury - W. 2	400 0 0	125	68 1 0
120	Newbury - U.			
127	Reading - B. 2	- - -	180	92 19 10
127	Reading, Grey Friars - Ch. 10	- - -	324	89 2 11
127	Reading, St. Giles' - N. 10	*150 0 0	299	121 3 8
127	Reading, St. John's, Boys and Girls - N. 10	- - -	228	75 6 8
127	Reading, St. John's, Infants - N. 10	- - -		37 7 2
127	Reading, St. Lawrence's P. 10	250 0 0	135	68 16 0
127	Reading, St. Mary's - N. 10	120 0 0	320	136 16 2
127	Reading, St. Mary's Episcopal Chapel - - N. 10	- - -	189	61 14 10
127	Reading, Trinity Infant Ch. 10	- - -	54	17 17 6
122	Shrivenham N. 12	- - -	77	32 19 6
124	Sparsholt - N.	*40 0 0		
120	Speen (Stockcross) - P. 7	329 8 10	144	75 14 10
126	Stanford Dingley - Ch. 10	- - -	27	9 12 7
122	Stanford in the Vale - N. 12	20 0 0	45	19 11 6
123	Steventon - N. 12	214 10 0	79	33 15 6
131	Sunningdale N. 6	148 0 0	78	38 10 10
128	Swallowfield Ch.	350 0 0		
120	Thatcham - B.	125 0 0		
120	Thatcham - N. 7	225 0 0	143	58 2 0
122	Uffington - N.	80 0 0		
126	Ufton Nervet P. 5	- - -	52	14 1 0
125	Wallingford - N. 5	328 0 0	232	107 18 4
124	Wantage, St. Peter's and St. Paul's - N. 7	- - -	248	126 13 2
124	Wantage - W. 2	310 0 0	94	49 5 2
130	Warfield - N. 5	- - -	59	15 9 0
128	Wargrave, Crazies Hill N.	150 0 0		
128	Wargrave - N. 5	- - -	112	43 6 8
120	Welford and Wickham - N. 7	296 0 0	92	47 7 8
127	Whitley - Ch.	289 0 0		
131	Windsor - U.			
131	Windsor, New, Royal Free Industrial - - N. 6	1,050 0 0	472 / 26	161 13 0
131	Windsor, New - - B. 2	285 0 0	208	120 8 3
131	Windsor, Old - - N. 6	- - -	108 / 10	16 13 4
131	Windsor Park, Royal - - N. 8	- - -	87	*d*
131	Windsor, St. Anne's - N. 6	322 10 4	90	41 10 0
131	Windsor, St. Mark's - N. 6	- - -	157	71 18 8
130	Winkfield, Industrial - 5	*70 0 0	40	18 19 6
125	Wittenham, Long - N.	160 10 0		
128	Wokingham - B.	*125 0 0		
123	Wytham - N. 10	- - -	39	21 18 10
	BUCKINGHAM.			
154	Akeley - Ch. 5	20 9 0	37	16 6 1
151	Aston Clinton - - N.	96 0 0		
151	Aston Clinton - - B. 6	- - -	60	32 16 0
151	Aylesbury - N. 1	296 10 0	135 / 15	64 1 0
151	Aylesbury, Infants - N. 1	- - -	57	27 13 2
151	Aylesbury - B.			
151	Aylesbury, St. John's - N. 1	250 0 0	132	51 13 4
154	Beachampton N.			
148	Beaconsfield B.			
151	Bierton - N.	87 0 0	41 / 21	25 2 4
153	Bletchley - N.	*50 0 0		
153	Brickhill, Little - N.	54 5 0		
156	Brill - - N. 5	- - -	68	2 3 2
153	Broughton - Ch. 5	- - -	29	14 3 1
154	Buckingham N. 6	211 6 4	172	60 3 4
154	Buckingham B. 6	- - -	83	35 15 0
151	Buckland, All Saints - N. 7	146 2 6	26	8 16 7
148	Chalfont, St. Peter's - N. 11	122 17 6	86	40 17 4
183	Cheddington Ch. 1	- - -	81 / 23	39 7 0
148	Chesham, Boys - - N. 10	- - -	34	3 4 0

a Inspection declined.
c Grant refused under Articles 52*a* and 52*d*.
b Grant refused under Article 51*b*.
d Grant not claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
148	Chesham, Girls - - N. 10	*a* 263 9 11	51	21 9 4
148	Chesham, Girls - - B.			
148	Chesham Waterside Ch. 10	- - -	68	27 7 2
154	Claydon Park (Middle) - N. 6	- - -	49	21 7 8
154	Claydon, Steeple - N. 6	- - -	80	28 10 0
149	Colnbrook and Horton, Boys - - N. 11	230 0 0		
149	Colnbrook and Horton, Girls and Infants - - N. 10	395 0 0		
153	Crawley, North- - N.	50 0 0		
151	Cuddington - N. 1	156 10 0	66	29 1 0
149	Datchet - N. 12	- - -	122	57 12 6
150	Downley - W. *b*			
151	Drayton Beauchamp N.	60 0 0		
152	Dunton - N.	25 0 0		
149	Eton, St. John's - N. 10	534 0 0	290	39 17 6
149	Eton - - U.			
149	Farnham-Royal - N. 11			
153	Fenny Stratford - - N.	312 0 0		
153	Fenny Stratford - - B. 6	- - -	79	14 11 10
149	Fulmer - N.	100 0 0		
149	Gerrard's Cross - - N. 11	- - -	30	10 3 6
152	Granborough N.	90 0 0		
151	Haddenham B.	70 0 0		
155	Hambledon - N. 11	- - -	26	9 18 2
153	Hanslope - Ch. 7	- - -	62	6 16 4
150	Hazlemere - N. 11	- - -	28	12 6 0
150	Hughenden - N. 10	72 0 0	36	13 8 2
151	Hulcott - N.	131 0 0		
149	Iver, Boys - N. 12	102 0 0	43 30	13 10 8
149	Iver, Girls and Infants N. 12	100 0 0	96	37 13 3
150	Kimble, Great - - N.			
156	Kingsey - N. 1	- - -	33	20 0 0
149	Langley Marish - N. 10	72 0 0	25	10 17 4
148	Latimer - Ch. 10	- - -	43	22 4 4
153	Lavendon - N.	*49 0 0		
	" - "	78 0 0		
154	Leckhampstead - - N.	*60 0 0		
	" - "	18 7 6		
148	Lee Common N.	50 0 0		
151	Leonards, St. N.	229 12 0		
183	Linslade - N. 1	245 11 2	113 23	58 8 10
151	Ludgershall - N. 5	93 0 0		
150	‡Marlow - B.			
150	Marlow, Quoiting Place Infants - 10	- - -	85	29 0 11
150	Marlow, Great - N. 11	- - -	268 50	117 6 5
150	Marlow, Little - N. 11	- - -	46	23 2 4
154	Marsh Gibbon - - N. 5	160 0 0	80 16	29 15 6
152	Marston, North - N.	*60 0 0		
147	Marsworth - N. 11	45 0 0		
153	Milton Keynes - Ch.	216 0 0		
150	Monk's Risborough - N.	100 0 0		
152	Mursley - N.	*25 0 0		
152	Nash - N. 5	276 0 0	52	26 2 0
153	Newport Pagnell - - B. 6	*90 0 0	83	16 3 0
153	Newport Pagnell (central) N. 5	- - -	150	73 8 0
153	Olney - - N.	176 0 0		
151	Oving - - N. 5	85 5 0	34	13 17 10
148	Penn Street N. *c*			
154	Preston Bissett - - N. 5	243 0 0	56	18 6 0
150	Prince's Risborough - N. 7	140 0 0	55	11 14 8
150	Prince's Risborough - B. 2	153 0 0	58	33 18 10
151	Quainton (Endowed) - N.			
153	Ravenstone (Endowed) - Ch.	75 7 6		
148	Seer Green - N. 11	144 0 0	36	18 1 0
155	Skirmett, Infants - - N.			
183	Slapton - P.			
149	Slough, Infant - - N. 10	- - -	73	18 6 11
153	Stantonbury-cum-Bradwell - - N. 5	965 0 0	113	48 0
152	Stewkley - N. 5	374 18 0	89	9 3
153	Stoke Goldington - N.	*72 0 0		
183	Stoke Hamond N.	38 0 0		
150	Stoke Mandeville - - N.	60 0 0		
149	Stoke Pogis - N. 11	95 0 0	90	34 14
166	Stony Stratford - - N.			
166	Stony Stratford, Infants N. 4	- - -	117	39 16
166	Stony Stratford - - B. 5	22 13 6	90	46 8 11
152	Swanbourne N.	- - -	25	*d*
149	Taplow - N. 12	166 12 0	68	28 8
154	Thornborough N.	42 0 0		
156	Towersey - N. 11	60 0 0	39	18 12
164	Turweston - N. 6	165 6 4	40	13 11
150	Tyler's Green N.	51 0 0		
149	Upton-cum-Chalvey - N. 12	454 9 0	154	69 1

a Part of this grant belongs to Chesham Boys, N.S.
b Inspection declined.
c Inspection withdrawn.
d Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
151	Waddesdon - N. 1	275 2 0	106 15	45 2 4
151	Waddesdon - B. 5	121 0 0	54	27 3 8
153	Walton - N. *a*			
153	Walton and Woughton - N.			
150	Wendover - N. *a*			
164	Westbury - N. 6	148 17 6	41	20 0 0
152	Whaddon - N.	28 0 0		
152	Whaddon, (Mr. Selby Lownde's) - *b*			
151	Whitchurch W. 2	170 0 0	67	38 2 0
183	Wing - N. 1	- - -	77	27 2 5
151	Wingrave and Rownham - Ch.	100 0 0		
152	Winslow - N. 6	*80 0 0		
	" - "	26 17 8	54	*c*
153	Woburn Sands - N. 7	- - -	93	37 9 8
166	Wolverton - N. 5	- - -	45	25 4 6
166	Wolverton New Station B. 5	- - -	228 21	137 7 8
152	Wooburn - N. 11	200 0 0	73	19 10 3
150	Wycombe, High - - N. 11	1,176 0 0	116	53 19 8
150	Wycombe, High - - B. 2	*400 0 0		
	" " "	54 0 0	115	56 8 0
150	Wycombe " - U.			
	CAMBRIDGE.			
190	Aldreth - in-Haddenham Daily and Sunday -	*20 0 0		
188	Balsham - Ch. 11	- - -	85 18	31 13 10
140	Barrington - N.	161 0 0		
186	Barton - N.	27 15 0		
140	Bassingbourne N.	*60 0 0		
140	Bassingbourne B.	*60 0 0		
189	Bottisham - N.	150 0 0		
189	Bottisham Lode - - 2	118 2 6	63 23	28 14 4
189	Brinckley - N.	65 0 0		
189	Burwell, Boys N. 3	- - -	35	*c*
189	Burwell, Girls P. 3	233 11 0	67	39 8 10
189	Burwell - B. 7	140 15 0	89	55 10 3
189	Burwell, St. Andrew's - N. 10	- - -	64	*d*
187	Cambridge, Barnwell - N. 5	*210 0 0		
	" "	180 2 8	278	119 2 2
187	Cambridge, Barnwell Abbey - N. 5	605 0 0	92	45 9 0
187	Cambridge - B. 7	464 0 0	403	276 13 4
187	Cambridge, Industrial - N.	201 10 0		
187	Cambridge, King Street N. 5	178 0 0	208	117 8 8
187	Cambridge, Pound Hill, Infants - Ch.	33 0 0		
187	Cambridge—*cont.*	£ s. d.		£ s. d.
	St. Giles' - N. 5	- - -	143	61 5 0
187	Cambridge, St. Paul's (Russell Street) - N. 5	455 18 8	429	179 6 7
187	Cambridge, St. Paul's, Infants (UnionRd.) N.	100 0 0		
187	Cambridge, St. Peter's (CastleEnd) N. 5	21 0 6	127	63 16 3
187	Cambridge, UnionRoad R. 11	- - -	50	27 5 0
185	Caxton - N.	201 12 0		
191	Chatteris, Boys - - B.			
191	Chatteris, Infants' - Ch. *b*	70 0 0		
191	Chatteris, Girls' - 7	- - -	64	42 3 1
191	Chatteris, Infants' - B. 7	- - -	52	32 13 1
191	Chatteris, Slade Lode, Infants, Ragged - 7	157 0 0	41	27 10 11
186	Chesterton - N.	144 0 0		
189	Cheveley - N.	140 7 6		
186	Comberton - N. 2	110 16 0	56	34 7 4
177	Conington - N.	53 0 0		
186	Coton - - N.	49 0 0		
185	Croydon (near Royston) - N.	254 0 0		
186	Ditton, Fen - N.	97 0 0		
189	Ditton, Wood N.	133 0 0		
188	Duxford - N. 2	188 14 9	72	42 13 4
193	Elm - - N. 3	259 0 0	86	15 4 10
185	Elsworth - N. 2	187 0 0	67	39 0 0
190	Ely, Silver St., Boys - N. 5	1206 15 4	186 24	98 14 8
190	Ely, Girls - N. 5	- - -	180	99 13 4
190	Ely, Infant and Adult (Broad St.) 5	480 0 0	73	36 15 0
190	Ely, Stuntney N. 11	63 0 0	29	10 7 11
189	Fordham - N. 3	168 0 0	84 29	54 14 10
186	Fulbourn - N. 2	189 5 6	102	50 13 6
185	Gamlingay - N.	160 0 0		
185	Gransden, Little - N.	132 0 0		
140	Guilden, Morden - N. 4	150 0 0	90	50 14 6
190	Haddenham, Arkenstall's Endowed - Ch.	127 18 0		
190	Haddenham, Girls Industrial - N. 3	188 15 4	86	52 18 6
190	Haddenham B. 7	- - -	52	33 0 10
186	Horningsey N.	40 10 0		
186	Impington - N.	55 0 0		
189	Isleham - N.	230 0 0		
188	Linton - - N. 4	- - -	165	99 2 0

a Inspection declined. *b* School closed. *c* Grant refused under Article 52*d*.
d Grant refused under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
140	Litlington - N. 4	243 0 0	64	42 16 6
190	Littleport - N. 3	464 13 4	180	91 13 0
186	Madingley - N.	50 0 0		
191	March - N.			
191	March, Infants - N.	- - -	156	40 16 8
140	Melbourne, Ayloffe's - Ch.	90 0 0		
186	Oakington - N.	*50 0 0		
	" - "	10 0 0		
177	Over - - N. 2	176 5 0	51	26 5 0
177	Over - - B. 3	- - -	89	47 14 6
185	Papworth, St. Agnes - Ch.			
190	Prickwillow N. 3	226 10 0	124	68 5 4
186	Rampton - N.	36 0 0		
189	Reach - Ch. 2	- - -	42	22 10 0
188	Sawston - N.	48 0 0		
186	Shelford, Gt. N. 2	154 0 0	96	56 17 0
189	Soham - - N. 4	473 0 0	88	43 19 10
186	Stapleford - N. 2	115 1 0	57	32 15 6
190	Sutton - - N. 4	528 10 0	61	24 5 4
189	Swaffham, Bulbeck - N.	54 0 0		
177	Swavesey - N. 2	316 0 0	102 41	56 9 2
186	Teversham - N. 2	199 0 0	27	*a*
175	Thorney Abbey - - N. 4	- - -	182 19	100 12 10
185	Toft and Caldecote - N.	*25 0 0		
186	Trumpington N. 4	302 10 0	115 24	58 17 6
193	‡Tyd. St. Giles' - N.			
186	‡Waterbeach P.			
192	Whittlesea St. Mary's and St. Andrew's - N. 2	410 7 6	213	101 11 6
188	Whittlesford N. 2	377 0 0	89	44 18 4
186	Wilbraham, Little - N.	82 10 0		
190	Wilburton - N. 2	*29 0 0	47	28 7 0
	" "	216 0 0		
186	Willingham B. 3	- - -	139	72 4 10
143	Wisbeach,			
14	Boys - - B. 4	218 13 4	205	87 1 2
3	Wisbeach,			
1	Girls - - B. 4	150 0 0	126	67 0 0
93	Wisbeach,			
1	Infants - B. 4	- - -	63	29 5 6
193	Wisbeach,			
	St. Mary - N. 10	- - -	69	21 4 5
193	Wisbeach, St. Peter's, Boys - - N. 7	52 4 10	316	60 14 6
193	Wisbeach, St. Peter's, Girls and Infants - N.	204 0 0		
190	Witchford - N. 2	10 0 0	61	33 2 0
188	Wratting, West - - N. 2	287 0 0	95 23	54 12 6

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	CHESHIRE.	£ s. d.		£ s. d.
458	Acton - - N. 6	582 13 4	131	77 0 0
453	Adlington - N. 10	158 0 0	59	32 0 2
453	Adlington, Whitley Green, St. Stephen's - N. 10	- - -	27	16 3 4
453	Alderley, Endowed, Boys - - 10	- - -	35	16 5 0
453	Alderley, Lady Stanley's, Girls Ch. 10	- - -	53	24 17 0
453	Alderley Edge - - B. 2	- - -	117	55 14 9
453	Alderley, Over - - N. 10	25 0 0	32	17 5 8
457	Alsager - N. 3	- - -	67	30 5 0
454	Altrincham, St.George's Jubilee - N. 11	648 18 9	239	124 4 2
454	Altrincham - R. 6	- - -	124	63 17 6
454	Altrincham - W.			
454	Altrincham and Bowdon Downs B. 1	- - -	170	76 6 4
455	Alvanley - Ch. 11	- - -	61	30 12 0
455	Antrobus - N.	147 3 6		
455	Appleton - N. 5	- - -	40	20 12 4
454	Arley Middle N. 5	- - -	34	13 16 0
457	Astbury - N. 3	266 0 0	136	54 17 10
458	‡Audlem, Boys P.			
458	Audlem, Mixed - N. 6	68 18 0	137	31 19 8
459	Backford - N.	100 0 0		
456	Barnton - N. 5	265 0 0	164	91 9 0
459	Barrow - N.	170 13 9		
458	Barthomley N. 10	152 0 0	54	21 15 2
460	Bebington - N. 2	*75 0 0	134 11	54 17 10
460	Bebington (Higher) St. Peter's N. 2	- - -	78	42 12 6
458	Bickerton - N. 12	75 0 0	42	19 2 2
460	Bidstone - N. 2	*53 0 0		
	" "	55 0 0	60 11	33 8 0
460	Bidston, Moreton - Ch.	226 0 0		
460B	‡Birkenhead, Argyle St., Infants - N.			
460B	‡Birkenhead, Back Chester Street - N.			
460B	‡Birkenhead, Market St. N.			
460B	Birkenhead, Our Lady and St. Edward - R. 6	- - -	131	24 1 3
460B	‡Birkenhead, Priory St. - N.			
460B	Birkenhead, St. Andrew's Pres. 1	- - -	354	195 3 8
460B	Birkenhead, St. Anne's - N. 1	262 0 0	299	147 9 [illegible]

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
460B	Birkenhead, St. James' Ch. 1	499 10 0	184	95 4 2
460B	Birkenhead, St. John's - N. 1	480 0 0	339	158 9 4
460B	Birkenhead, St. Mary's Ch. 1	- - -	95	39 13 7
460B	Birkenhead, St. Mary's R.	1,101 0 0		
460B	Birkenhead, St. Patrick's R. 6	- - -	270	126 13 4
460D	Birkenhead, St. Werburgh's - R. 6	- - -	259	125 6 6
460B	Birkenhead, Holy Trinity N. 1	496 0 0	379 35	224 3 2
460B	Birkenhead, Holy Trinity, Ragged - Ch. 1	500 0 0	111	51 14 0
460B	Birkenhead - W. 1	954 0 0	257	169 16 6
453	Bollington, Day and Evening - N. 10	*250 0 0		
	" "	374 0 0	263 23	167 19 4
453	Bollington - W. 2	256 0 0	179	87 10 0
453	Bollington Cross - - N. 10	241 0 0	75	49 3 6
454	Bollington, near Rostherne Ch. 10	197 0 0	56	28 15 12
453	Bosley - - N. 10	216 0 0	38	17 13 4
459	Boughton, St. Paul's - N. 4	831 14 0	229 11	131 11 6
454	Bowdon - N. 11	162 0 0	78	43 4 0
454	Bowdon, Hale Barns N.	228 10 0		
457	Bradwell Reformatory.			
452	Bredbury, St. Mark's N. 9	322 10 0	198	110 12 0
460B	Brighton, New - - N. 2	- - -	155	110 15 3
453	BrokenCross, St. Thomas' N. 10	100 0 0	58	24 8 4
460A	Bromborough N. 4	- - -	87	48 13 4
455	Budworth, Great - Ch. 6	540 0 0	88 8	48 16 4
457	Buglawton - N. 3	258 0 0	100	55 16 4
458	Bunbury, Aldersey, Endowed - N. 11	50 0 0	97	33 12 0
458	Bunbury, Girls' - - N. 11	47 17 6	75	47 10 2
460	Burton, Bishop Wilson's - N. 2	93 0 0	50	*a*
454	Carrington, Earl Stamford's - N. 11	- - -	40	14 15 7
474	Castle Hall, (Staleybridge) - N. 9	- - -	157	82 12 8
456	Castle Northwich - - Ch. 6	225 0 0	73	39 6 10
452	Cheadle - N. 10	*90 0 0		
	" "	68 12 6	92	50 3 8
459	Chester, ChCh N. 4	195 12 0	112	52 13 4
459	Chester, Consolidated, Girls 4	- - -	70	40 9 4
459	Chester, Kale Yard, Infant 4	- - -	150	64 13 1
459	Chester, Model 3	316 0 0	140	50 8 0
459	Chester, Ragged and Industrial.			
459	Chester, (Grosvenor) St. John's - N. 4	- - -	95	56 12 10
459	Chester, St. John's St. - W. 10	500 0 0	125	58 4 6
459	Chester, St. Mary's - N. 4.	692 13 0	268	157 9 4
459	Chester, St. Mary's Infant(Handbridge) - Ch. 4	- - -	63	29 13 10
459	Chester, St. Olave St., Ragged.			
459	Chester, St. Oswald's (Diocesan) N. 4	170 0 0	224 25	138 10 11
459	Chester, St. Werburgh's R.			
459	Christleton - P. 4	208 16 0	86	50 15 4
457	Church Lawton - - N. 3	117 13 4		
457	Church Lawton, Girls' Industrial. *b*			
459	Clutton - N.	*50 0 0		
452	Compstall, St. Paul's - N. 9	- - -	188	134 17 1
457	Congleton, St. James' - N. 3	666 15 5	302 54	177 7 2
457	Congleton, St. Peter's (North Street) - N. 3	- - -	67	26 3 6
457	Congleton, St. Stephen's - N. 3	367 0 0	89	47 2 4
457	Congleton, Infants - W. *c*			
457	Congleton (Wagg St.) W. 2	- - -	129 16	69 0 2
458	Coppenhall - N. 10	464 0 0	194	103 11 4
458	Coppenhall, Infants - N.	53 6 8		
458	Cotebrook - N. 5	83 11 3	34	17 15 4
457	Cranage, Blue Coat - - N. 6	- - -	94	53 7 0
458	Crewe - - N. 10	- - -	719	380 0 4
458	Crewe - - R.			
458	Crewe - - W. 11	359 10 0	212	101 11 0
458	Crewe Green Ch. 10	- - -	81	44 6 6
456	Dane Bridge N. 5	529 4 0	75	36 2 2
456	Davenham - N. 5	864 0 0	140	73 10 10
456	Delamere Forest - N. 4	176 0 0	99	49 1 10
451	Disley - - N. 9	- - -	80	42 14 2
474	Dukinfield, Factory - B. 12	- - -	184	75 4 6
474	Dukinfield, Moravian - 12	352 2 6	287	143 16 8

a Grant refused under Article 52*d*.
b Removed from inspection.
c Incorporated with Congleton, Wagg St., Wes.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
474	Dukinfield, St. John's - N. 9	665 15 0	356	188 10 8
474	Dukinfield, St. Mark's - N. 9	702 3 4	265	144 15 8
474	Dukinfield, St. Mark's, Lower, Infants - N. 9	113 0 0	76	26 7 8
454	Dunham Massey, St. Margaret's - N. 11	756 0 0	283	153 3 6
460	Eastham - N. 2	316 1 1	106	62 14 6
453	Eaton, Ch. Ch. - - N. 10	- - -	49 22	31 14 4
460	Ellesmere Port - - N. 2	45 0 0	51	27 15 0
457	Elworth, St Peter's - N. 6	80 0 0	47	24 15 8
458	Faddiley - N. 9	124 0 0	41	19 11 4
459	Farndon - P.			
459	Flookersbrook N. 4	- - -	78	37 4 0
455	Frodsham, Endowed Grammar - N. 4	- - -	96	9 14 0
455	Frodsham, Girls and Infants - N. 4	*100 0 0 99 10 0	121	54 19 10
452	Gee " Cross, " St. Paul's - N. 9	- - -	101	61 2 4
474	Godley-cum-Newton Green - N. 10	473 0 0	104 28	62 4 6
456	Goostrey - N. 6	300 0 0	44	7 8 4
466	Grappenhall N. 5	236 0 0	113	56 2 9
455	Halton - P. 3	- - -	85	39 11 2
455	Halton, Gram. 3	- - -	78	40 0 0
452	Handforth - N.	175 0 0		
459	Handley - Ch.			
456	Hartford - N. 5	*78 0 0 109 7 0	100	57 6 4
458	Haslington - N. 10	648 0 0	104	53 18 0
457	Hassell Green W. 2	- - -	64	27 15 2
452	Hatherlow - B. 11	- - -	86 21	58 8 0
452	Hazel Grove W. 11	- - -	91	38 3 10
455	Helsby - N.	100 0 0		
453	Henbury - Ch. 10	- - -	40	10 0 0
474	Hollingworth N. 10	245 15 0	128	74 18 4
460	Hoyle Lake N. 2	256 19 2	118	44 3 7
457	Hulme Walfield - - N.			
453	Hurdsfield, Lower, Boys and Infants N. 10	375 14 0	173	79 9 6
453	Hurdsfield, Upper, Girls N. 10	470 0 0	83	37 2 2
459	Huxley - N.	54 0 0		
452	Hyde, Flowery Field - 2	- - -	304	152 17 8
452	Hyde, St. George's - N. 9	*300 0 0	192 14	119 12 6
452	Hyde, St. Paul's - R. 6	- - -	191 80	121 11 6

a Inspection withdrawn.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
452	Hyde, St. Thomas' Ch. - 9	- - -	77	36 10 8
459	Kelsall, St. Philip's - N.	60 0 0		
453	Kettleshulme N. 9	207 0 0	30 11	16 14 2
455	Kingsley - N.	179 5 0		
460	Kirby West N. 2	- - -	52	17 10 0
454	Knutsford, Boys - - N. 11	- - -	100	61 10 6
454	Knutsford, Girls - Ch. 11	- - -	55	30 9 8
454	Knutsford (Lady Egerton's) Ch. 11			
466	Latchford, Infants - N. 5	115 16 0	57	36 17 8
457	Lees - - N.	*35 0 0		
456	Leftwich, Infants - - N.	45 0 0		
454	Legh, High Ch. 11	18 1 6	60	28 6 2
458	Leighton and Minshull-Vernon - N. 8	360 17 10	45	22 16 8
453	Lindow Common Day - 2	- - -	53	26 13 6
460B	Liscard - N. 2	150 0 0	146	37 12 11
460B	Liscard, St. Alban's - R. *a*			
456	Lostock Gralam - - N. 6	149 16 0	83	43 6 6
454	Lymm - N. 6	- - -	206	32 10
453	Macclesfield, Ch.Ch.,Boys N. 10	- - -	107 22	59 9 6
453	Macclesfield, Ch.Ch.,Girls and Infants N 10	650 16 10	192	82 18
453	Macclesfield, Ch. Ch. (Crompton Road) - N. 10	253 6 8	102	43 17 10
453	Macclesfield, Mill Street W. 2	- - -	42	38 18
453	Macclesfield, Old Ch. or Town - - N. 10	153 15 0	223	95 3
453	Macclesfield, St. Alban's R. 6	- - -	207 44	90 4
453	Macclesfield, St. Paul's - N. 10	439 8 8	181	83 11 1
453	Macclesfield, St. Peter's - N.	436 3 4		
363B	Macsfen - Ch. 11	- - -	73	39 14
363	Malpas (Allport's Endowed) - N. 11	- - -	113	52 2
459	Marlston-cum-Lache - N. *b*	*20 0 0		
452	Marple - N. 10	*160 0 0	159	88 5
452	Marple (High Lane) - N. 10	221 2 6	115 40	80 7
456	Marton - N. 10	46 0 0	38	11 7
454	Mere (Mrs. Langford Brooke's) - N. 11	- - -	68	41 10
456	Middlewich N. 6	*70 0 0		
	" "	1,111 10 0	265	112 13

b School no longer exists.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
456	Middlewich - W.			
458	‡Minshull, Church - N.			
457	Mossley - N.	250 0 0		
474	Mottram-in-Longdendale N. 7	85 13 0	67	37 15 6
456	Moulton - N. 5	38 0 0	42	21 6 2
458	Nantwich - N. 6	*240 0 0	262	129 1 2
	,,	174 15 6		
458	Nantwich - W. 11	551 5 0	174	83 3 0
460	Neston - N. 2	837 0 0	118	24 1 0
460	Neston, Little, General - 1	- - -	63	34 0 0
460	New Ferry - N. 2	556 0 0	149	75 12 2
474	Newton-in-Mottram - N. 10	536 0 0	83	48 0 6
452	Norbury - N.	213 0 0		
454	Northenden N.	40 0 0		
456	Northwich - R. 9	- - -	85	20 2 3
456	Northwich - W. 10	- - -	124	51 1 2
457	Odd Rode, - 3	- - -	45	18 14 3
456	Oulton Park N. 12	- - -	95	57 16 10
456	Over - N. 6	623 0 0	95	46 11 10
456	Over Lane - W.			
460	Oxton - N. 2	542 6 8	146	74 13 4
460	Parkgate - Ch. 2	144 0 0	36	18 0 0
452	Portwood - W. 11	1,284 0 0	400	175 7 10
453	Poynton, Lord Vernon's - 10	- - -	263 38	121 0 10
453	Rainow - N.	170 0 0		
457	Rode Heath, Girls - - 3	- - -	60	25 7 7
452	Romiley - N. 10	588 0 0	85 16	58 13 10
454	Rostherne - N. 11	- - -	88	46 15 0
456	Rudheath - N. 5	- - -	64	31 9 6
455	Runcorn - N. 3	- - -	359 10	103 18 8
455	Runcorn, Holy Trinity - N. 3	367 0 0	262 13	144 19 0
455	Runcorn - W. 10	509 10 0	287	118 7 6
455	Runcorn, Weston - - Ch. 3	167 13 0	69 10	34 5 7
454	Sale, St. Anne's Ch. 11	239 3 9	102	48 8 0
454	Sale, Township - - B. 1	- - -	126	22 10 0
459	Saltney-cum-Lache - N. 4	191 0 0	125	74 2 6
457	Sandbach - N. 6	596 3 4	323	81 10 0
459	Sanghall, Great N. 4	- - -	43 9	26 14 0
460	Seacombe - W. 10	735 0 0	237	100 7 10
454	Shadow Moss N.	*30 0 0		
454	Sharston - N. 11	28 15 0	76	38 6 2
453	Siddington and Capesthorne N. 10	321 10 0	57	25 0 0
457	Smallwood - N. 3	160 10 0	52	22 3 6
474	Staley Millbrook, St. James's - N.	256 0 0		
474	Staleybridge, St. Paul's - N. 9	600 0 0	168	92 6 10
474	Staleybridge, Factory - B. 3	- - -	312	197 15 8
474	Staleybridge, St. Peter's - R. 6	- - -	316	125 8 6
452	Stockport - N. 7	49 0 0	408 14	163 6 5
452	Stockport - B. 11	250 0 0	236	102 12 10
452	Stockport, Gt. Moor - Ch. 9	- - -	68 17	23 6 8
452	Stockport, Ragged and Industrial.			
452	Stockport - R. 6	1,689 0 0	526 384	277 19 8
452	Stockport, St. Peter's - N. 7	247 0 0	96	32 4 2
452	Stockport, St. Thomas' - N. 7	*750 0 0 11 10 0	266	108 6 10
455	,, Stockton Heath Ch. 5	- - -	140	73 11 10
455	Stretton - N. 5	- - -	72	40 7 2
454	Styal, The Oak - - B. 2	- - -	96 31	42 19 8
460	Sutton-in-Eastham - N. 2	- - -	68	34 2 6
460	Sutton - Pres. 10	- - -	59	22 1 6
453	Sutton, St. George's - N. 10	233 6 8	274	65 17 10
453	Sutton, St. George's, Infant and Sunday	*400 0 0		
453	Sutton, Higher, St. James'- N. 10	*150 0 0	52 14	23 11 8
454	Tabley, Nether Ch. 11	- - -	55	30 12 0
458	Tarporley - N. 6	324 0 0	134	48 16 0
459	Tarvin - N. 3	*77 0 0		
	,,	323 2 0	58	28 8 6
459	Tattenhall - N. 12	569 0 0	123	61 5 6
453	Taxall and Fernilee - N. 9	214 0 0	81	41 1 0
459	Tilston Ch. 12	- - -	139	85 1 4
454	Timperley - N. 11	471 0 0	141	75 15 10
474	Tintwistle - N. 10	*195 0 0		
	,,	118 17 4	68	39 11 2
474	Tintwistle - B. 12	200 0 0	166	33 14 8
460	Tranmere, St. Catherine's N. 2	774 12 0	255	127 6 10
460	Tranmere, Limekiln Lane - Ch. 2	295 10 10	232	119 10 2
460	Upton (Overchurch) - Ch. 2	- - -	57	30 19 2
459	Upton, St. Mary's - N. 4	70 0 0	50 8	30 6 2
458	Utkinton - N. 5	45 0 0	25	15 0 6
474	Vale House - Ch.			
460	Wallasey, Girls' - Ch. 2	- - -	104	51 8 4
458	Warmingham - Ch. 10	- - -	73	35 11 10
456	Weaverham N. 5	400 0 0	145 18	90 6 0
455	Weston - W. 10	- - -	28	9 14 10
456	Wharton - N. 5	426 10 0	168	89 12 0
456	Whitegate, Girls - N. 12	- - -	35	20 8 8

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
454	Wilmslow, Dean Row - B. 2	281 15 10	67	30 9 10
454	Wilmslow, Independent 2	- - -	101 / 31	63 8 4
456	Winsford, Weaver Navigation - N. 5	153 0 0	133	63 16 4
456	‡Winsford - W.			
456	Witton - N. 6	193 10 0	264	123 1 1
459	Woodbank - N.	*30 0 0		
457	Woodcock's Well (Mow Cop) - N. 3	345 18 0	102	37 7 2
153	Woodford - N.	123 0 0		
152	Woodley, Public - 3	- - -	33 / 25	16 4 4
458	Worleston - N. 6	40 0 0	36	19 9 10
158	Wybunbury, Delve's Charity - 6	- - -	78	*a*
458	Wybunbury, Girls - Ch. 6	- - -	34	*a*
	CORNWALL.			
307	Agnes, St. - B. *b*	*250 0 0		
	" - "	126 10 0		
301	Altarnun - N. 5	*32 0 0	51	22 9 6
309	Ashton, Infant.			
303	Austell, St. - N. 8	*150 0 0		
	" "	25 0 0	240	102 8 10
306	Austell, St. - B. *c*	*100 0 0		
307	Baldiu - N. 7	120 0 0	91	28 3 4
306	Blazey, St. - N. 8	347 19 3	172	68 9 1
304	Bodmin - N. 7	377 2 6	75	36 16 4
304	Bodmin - W. 3	- - -	98	42 11 2
309	Boscastle - N. 5	50 0 0	74 / 9	30 8 8
311	Bottoms, St. Levan - W. 2	228 0 0	61	33 12 8
309	Breage, St. - N. 7	*125 0 0		
	" "	50 0 0	131	61 5 2
300	Breward, St. N. 5	- - -	47	17 7 5
299	Budehaven - Ch. 5	- - -	72	37 17 8
308	Budock - N. 6	- - -	82	41 4 2
311	Buryan, St. - N. 7	139 0 8	58	22 10 6
303	Callington - N. 4	120 0 0	125	19 11 11
290	Calstock - N. 4	430 0 0	128	62 14 6
310	Camborne - N. 7	318 17 0	138	63 2 10
310	Camborne - B. 2	*150 0 0		
	" "	78 13 4	264	107 10 4
300	Camelford - N. 5	200 0 0	53	15 17 0
304	Cardynham N. *c*	*50 0 0		
309	Carnmenellis N. 6	- - -	56	13 0 0
312	Carn Thomas, St. Mary's - N. 7	- - -	55	21 1 2
307	Chacewater N. 7	268 0 0	107	41 8 0
309	Clowance - N. 6	- - -	69	34 19 6
298	Constantine B. 3	*70 0 0		
	" "	128 8 4	144 / 48	81 17 0
309	Crowan - N. 6	112 0 0	32	15 3 8
305	‡Cubert - Ch.			
309	Cury - Ch. 6	- - -	18	7 13 2
310	Cusgarne - N.	84 0 0		
300	Delabole - B. 5	- - -	85	46 1 8
307	Devoran - N. 6	65 0 0	76	36 4 8
302	Devyock - N.	114 0 0		
303	Dominick, St. N.	210 12 0		
311	Erth, St. - P. 7	167 11 0	155	65 7 2
305	Ervan, St. - N.	200 0 0		
306	Ewe, St. - N. 8	- - -	72	31 12 2
308	Falmouth - N. 6	12 8 6	68	22 18 8
308	Falmouth - B. 3	- - -	206	93 16 8
308	‡Falmouth, Girls, new B.			
307	Feock, St. - N. 6	65 0 0	76	37 4 10
307	Gerrans - P. 6	193 16 0	62 / 10	34 7 8
309	Grade and Ruan Minor N.	170 0 0		
306	Grampound (with Creed) N. 8	166 10 0	76	32 8 8
311	Gulval - N. 7	111 12 6	101	45 17 8
309	‡Gunwalloe - Ch.			
310	Gwennap (Church Town) - N. 6	*42 0 0		
	" "	25 12 4	116	48 11 0
310	Hayle, Copperhouse - W. 2	- - -	168	91 7 8
310	Hayle, Foundry 2	- - -	71	31 8 4
309	Helstone - N. 6	- - -	173	67 12 6
309	Helstone - W. 3	293 6 6	82	20 16 8
302	Hessenford, St. Ann's - N.	7 17 8		
310	Illogan - N. 8	89 10 8	185	81 10 0
303	Ive, St. - N. 1	180 7 6	73	35 6 8
311	Ives, St. - N. 7	300 0 0	55	10 8 10
311	Ives, St., St. John's - N. 7	- - -	50	9 8 3
311	Ives, St. - W. 2	- - -	190	98 2 0
300	Juliot, St. - Ch.	51 3 4		
311	Just, St. - N.	193 0 0		
311	Just, St. - W. 2	155 0 0	157	79 0 10
307	Kenwyn, St. George's - N. 8	299 4 0	103	38 12 10
299	Kilkhampton N. 5	20 8 0	68	34 4 8
299	Kilkhampton W.	126 0 0		
302	Landulph - P. 1	17 15 6	47	18 5 4
299	Launcells - N.	60 0 0		
301	Launceston (and St. Thomas') - N. 5	*200 0 0		
	" "	10 0 0	75	30 0 6
301	Launceston B. 5	*100 0 0	102	46 11 9
303	Lerrin - N.	120 0 0		
301	Lewannick - W. 5	- - -	54	29 14 6
301	Lezant - N.	70 0 0		
303	Liskeard, Boys - B. 3	*125 0 0		
	" "	54 0 0	125	32 5 2
303	Liskeard, Girls - B. 3	- - -	114	52 15 4
301	Luckett - Ch. 5	- - -	35	4 8 4
311	Ludgvan - N. 6	*90 0 0	114	46 10 0
308	Mabe - N. 6	- - -	57	24 11 1
304	Mabyn, St. - N.	168 0 0		
311	Marazion (Sir C. Cole's) - 7	- - -	63	24 9 4

a Grant refused under Article 52*d*.
b School in ruins.
c Inspection declined.

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
299	Marham Church - Ch.			
307	Mawes, St. -			
307	Mawes, St. - W. 3	- - -	98	56 11 0
309	Mawgan, St., Village - 6			
309	Mawgan, St., (in Menage) - - *a*			
308	Mawnan, Village - - 6	- - -	40	16 14 4
302	Mellion, St. - Ch. *a*			
303	Menheniot - N. 1	20 4 2	109 / 22	44 4 2
303	Merrymeet - N. 1	50 0 0	75	39 1 8
303	Morval Parish - - 1	- - -	73	40 13 6
299	Morwinstow N.	70 0 0		
311	Mousehole - W. 2	285 10 0	100	43 17 4
308	Mylor Bridge N. 6	- - -	155	76 12 0
303	Neot, St. - N.	117 0 0		
305	Newlyn - W. 2	406 0 0	170	89 3 4
306	Par, Biscovey N. 8	87 15 0	28	5 14 0
311	Paul, St. - N. 7	- - -	74	28 9 0
303	Pelynt - - N.	75 0 0		
311	Pendeen - N. 7	241 10 0	145	66 7 0
309	Penrose - Ch.			
308	Penryn - N. 6	*150 0 0		
	" "	10 5 0	77	33 5 0
308	Penryn - W. 3	227 0 0	85	38 2 4
303	Pensilva - N. 1	- - -	88	42 2 8
311	Penzance - N. 7	*340 0 0	271	111 18 9
311	Penzance, St. Paul's, Infants - - Ch. 7	- - -	90	41 8 0
311	Penzance - W. 2	- - -	158	89 16 8
307	Perranzabuloe - - N.	90 0 0		
310	Phillack, Boys - - N. 7	- - -	95	45 0 8
307	Philleigh - P.	78 14 6		
302	Pillaton - N.			
303	Polruan - N. 1	80 0 0	57	23 1 2
309	Porthleven - N. 7	152 5 0	48	17 3 10
307	Probus - P. 6	- - -	60	30 16 0
302	Quethiock - N.	*32 0 0		
	" "	34 10 0		
310	Redruth - N. 8	- - -	131	54 13 4
310	Redruth - B. 2	- - -	147	57 11 1
310	Redruth - W. 2	- - -	165	64 13 5
303	Rilla Mill - B.			
309	Ruby Mine - N.			
302	Saltash - N. 11	91 10 0	126	5 8 1
311	Sancreed - N. 7	190 0 0	60	28 15 6
312	Scilly Isles, St. Mary's - N. 7	- - -	118	58 0 0
302	Sheviocke - Ch. 1	- - -	47	21 17 9
303	South Hill - N. 4	140 5 0	50	15 2 8
306	Stephen's, St. (St. Austell) N. 8	- - -	49 / 28	29 3 10
301	Stoke Clymsland - - N. 5	274 0 0	63	21 17 0
301	Stoke Clymsland Luckett N.	150 10 0		
299	Stratton - N. 5	180 0 0	64 / 12	34 12 0

a Removed from inspection.

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
302	Tideford - N. 1	119 0 0	56	25 14 0
300	Tintagel - N.	143 3 10		
302	Torpoint - Ch. 4	- - -	62	29 1 10
312	Tresco (Scilly) N. 7			
310	Trevenson (The Basset) N. 8	- - -	125	65 1 6
310	Trevenson-Pool - - N. 8	123 0 0	141	63 19 0
307	Truro, Fairmantle St. (late Cornwall Central) N. 8	36 0 0	161 / 11	71 16 10
307	Truro, St. John's, Infant - - 8	- - -	101	43 17 8
307	Truro, St. Mary's - N. 8	*120 0 0	59	28 1 10
307	Truro - B. 3	*300 0 0	385	187 6 4
307	Truro, Exeter, Practising for Females - 8	368 0 0	118	44 8 0
310	Tuckingmill, All Saints' N.	120 0 0		
304	Tudy, St. - Ch. 6	- - -	31	9 6 2
306	Tywardreath N. 8	180 0 0	82	33 0 3
304	Wadebridge, Day - - 3	- - -	75	33 12 10
310	Wall - - W. 2	- - -	105	50 1 6
301	Warbstow - N.	*30 0 0		
309	Wendron - N. *b*	*90 0 0		
305	Wenn, St. - N. 6	160 0 0	39 / 10	17 10 2
311	Zennor - N.	69 0 0		
	CUMBERLAND.			
569	Allhallows - Ch. 2	268 5 3	29	14 9 10
569	Allonby - B.	100 0 0		
564	Alston - N. 3	199 17 6	131	53 14 5
564	Alston Charity, Undenominational 6	- - -	110	56 4 8
569	Aspatria - N. 3	15 0 0	113	49 0 0
571	Beckermet District - 11	- - -	54	19 19 10
571	Bees, St. - N. 5	- - -	38	17 13 0
569	Blencogo - Ch.			
569	Blennerhasset - - B. 5	- - -	46	23 11 0
569	Bolton - N. 2	264 0 0	42	23 2 6
570	Bothel - N. 2	236 0 0	70	22 18 4
569	Bowness - N. 2	- - -	57	25 7 6
570	Braithwaite N. 2	- - -	41	13 0 7
566	Brampton - N. 10	647 0 0	206	94 1 4
566	Brampton Eng. Pres.			
570	Brigham - N. 5			
570	Broughton, Great - Ch. 4	143 5 0	70	27 1 10
569	Caldbeck - 2	- - -	60	28 10 2
568	Cargo - Ch. 12	213 0 0	53	19 5 0
568	Carlisle - B. 5	*300 0 0		
	" "	54 0 0	202	85 0 10
568	Carlisle, Central - N. 10	- - -	235	107 6 10

b Inspection declined.

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	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
568	Carlisle, Ch. Ch. - - N. 10	575 1 3	350	168 15 6
568	Carlisle, Education Society's.			
568	Carlisle, St. Patrick's - R. 6	64 0 10	210 / 25	93 11 9
568	Carlisle, St. Stephen's - N. 10	- - -	161	82 11 8
568	Carlisle, Shaddon Works - Ch. 10	- - -	218	66 2 8
568	Carlisle (The Fawcett) - N. 10	352 6 4	388	163 16 9
568	Carlisle, Holy Trinity - N. 10	196 10 0		
571	Cleator - N.			
571	Cleator Mill B. 5	- - -	234	101 1 4
570	Clifton - N. 4	494 8 0	140	62 0 8
570	Cockermouth N. 4	289 18 0	183	75 10 2
570	Cockermouth, St. Joseph's R. 6	- - -	58 / 11	12 7 8
568	Cotehill - Ch.	97 10 0		
570	Crosby, Cross Canonby - N. 10	223 0 0	77	33 13 10
568	Crosby-on-Eden - N. 1	139 3 4	62	24 4 6
570	Crosthwaite N. 5	- - -	71	28 3 10
570	Crosthwaite, Free Grammar - 5			
566	Cumrew - N.	57 0 0		
565	Dacre - - N.	*40 0 0		
568	Dalston - Ch. 3	237 2 6	85 / 32	42 14 10
570	‡Dearham - Ch.			
570	Dovenby - N.	100 0 0		
569	Drumburgh N.	*45 0 0		
569	Fingland - N.	*30 0 0		
570	‡Flimby - N.			
571	Frizington - N.	*25 0 0		
564	‡Garrigill Gate - - B.			
565	Greystoke - N.			
571	Harrington Ch. *a*			
571	Hensingham N. 11	- - -	144	48 10 6
565	Hesket-in-the-Forest - P.			
564	‡High Plains B.			
569	Holme Cultram, Abbey Town - N. 2	- - -	67	37 18 10
539	‡Holme Cultram, Aldoth N.			
569	Holme Cultram, St. Cuthbert's N.	70 0 0		
568	Holmehead - B. 5	- - -	152	73 11 0
568	‡Houghton - Ch.			
565	Howrigg - Ch. 2	- - -	40	*b*
565	Hutton Mar Ch.			
569	Ireby, Grammar - - 5	- - -	50	19 8 4
572	Irton - - N. 5	- - -	44	21 5 8
568	Ive Gill - B.	*30 0 0		

a Inspection declined.

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	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
570	Keswick, St. John's - N. 5	- - -	86	18 11 9
565	Kirkoswald N. 1	298 7 0	71	30 12 0
566	Lanercost Island - Ch.	119 0 0		
566	Laversdale - Ch. 3	284 0 0	38	21 1 6
565	Lazonby - N. 2	- - -	49	24 19 10
564	Leadgate-in-Alston - N. 4	- - -	68	36 2 0
567	Longtown, United - 5	430 0 0	196	94 3 8
570	Maryport - N. 10	426 10 0	179	77 4 8
570	Maryport - B. 5	149 3 2	176	78 4 6
565	Melmerby - Ch. 1	313 8 0	45	19 16 2
572	Millom - N.	194 0 0		
565	Mungrisdale 2	- - -	25	*b*
564	Nent Hall - Ch. 4	- - -	31	16 11 8
571	Nether Wasdale - Village 5	- - -	34	12 9 1
566	Newby - N.	50 0 0		
570	‡Newlands - N.			
569	Newton, West, St. Matthew's N. 3	- - -	46	25 15 2
565	Ousby, St. Luke's - N.	80 0 0		
565	Penrith - N. 2	431 0 0	58	20 2 4
565	Penrith - B. 6	238 0 0	136	66 16 6
565	Penrith - W. 6	234 15 0	173	67 1 5
570	‡Plumbland - N.			
568	Raughton Head - Ch.			
565	Salkeld, Gt. N. 1	283 0 0	52	22 10 6
567	Scaleby - N. 11	40 0 0	34	17 7 8
568	Scotby N. & P. 3	174 0 0	74	26 18 8
569	Silloth, St. Paul's - N. 3	426 0 0	73	40 5 3
565	Stainton - Ch. 2	103 15 0	57	24 14 7
568	Stanwix - N. 10	*55 0 0		
	„ „	343 15 4	123	58 19 0
568	Stanwix, Reformatory.			
566	Talkin - - Ch. 11	282 0 0		
569	‡Thursby, Endowed.			
572	Thwaites - Ch.	122 7 6		
569	Uldale, Grammar - N. 5	54 0 0	45	*b*
568	Upperby - N. 11	174 0 0		
568	Warwick - B. 5	- - -	38	15 4 0
565	Watermillock Grammar -	170 12 0		
569	Westward - Ch.			
568	Wetheral, Village - - Ch. 11	90 0 0	48	22 18 5
571	Whitehaven U.			
571	Whitehaven, St. Mary's - R.			
571	Whitehaven, St. Nicholas' N. 11	223 6 0	190	65 5 2
571	Whitehaven, Holy Trinity - - N. 11	*200 0 0		
	„ „ „	281 6 8	251	102 9 4
569	Wiggonby - N. 3	- - -	69	20 0 0

b Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
569	Wigton - N. 3	- - -	246	106 13 3
569	Wigton - B.	*210 0 0		
569	Wigton, St. Cuthbert's R. 6	- - -	114	52 2 8
570	Workington, Free - - Ch. 11	1,215 0 0		
570	Workington, R. 6	- - -	104	48 18 10
570	Workington, St. John's - Ch. 10	516 9 0		
568	Wreay - - N. 12	- - -	60	21 5 0
	DERBYSHIRE.			
446	Alfreton - N. 11	350 0 0	169	38 18 8
447	Alkmonton - N. 11	- - -	16	7 14 10
446	Allestree - N. 2	207 0 0	92	29 11 8
444	Alvaston and Boulton - Ch. 3	335 0 0	74	36 16 1
447	Ashbourne - N. 4	- - -	190	98 5 8
449	Ashford - N. 6	- - -	33	12 1 4
448	Ashover Hill Ch.			
444	Aston-on-Trent - N. 2	54 0 0	44	19 19 3
449	Bakewell - N. 6	137 5 0	72	31 9 0
450	Bamford - N. 5	62 10 0	64 30	43 5 0
449	Baslow, Ch. Ch. N. 12			
509	Beighton and Hackenthorpe - N. 8	367 0 0	51	18 17 2
446	Belper - N. 6	536 0 0	147	98 0 6
446	Belper - U.			
446	Belper - W. 11			
447	Bentley Fenny Ch.			
447	Biggin, St. Thomas' - N.	150 0 0		
448	Bolsover - N.	110 0 0		
447	Bonsall - Ch. 6	- - -	50	21 0 0
444	Borrowash, Infants - N.			
374	Boylestone - N.	90 0 0		
448	Brackenfield N. 6	125 7 0	51	31 6 4
447	Brailsford - N.			
448	Brampton, St. Thomas' N. 8	36 0 0	100	11 11 6
447	Brassington N. 6	- - -	34	15 14 8
444	Breaston - N.	144 0 0		
448	Brimington - N.	75 0 0		
375	‡Broughton Church - N.			
450	Buxton, Endowed - N.			
450	Buxton - W.	92 10 0		
450	Castleton, Boys - - N. 5	- - -	37	16 15 0
450	Castleton, Girls - N. 5	- - -	44	20 4 5
450	Chapel-en-le-Frith - N. 5	*105 0 0		
	" " "	25 17 0	178	27 7 4
451	Charlesworth B. 10		80	
451	Charlesworth N. 5	250 0 0	36	40 6 1
448	Chesterfield, Old, Trinity N. 8	174 5 0	78	22 10 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	DERBY—*cont.*	£ s. d.		£ s. d.
448	Chesterfield R.			
448	Chesterfield, Victoria - N. 8	190 0 0	139	66 16 2
450	Chinley - B.	*40 0 0		
448	Clay Cross Iron Works 10	- - -	473 25	225 14 8
448	Clay Cross, St. Bartholomew's - P. 6			
447	Clifton - Ch. 4	- - -	35	5 6 3
438	Codnor and Loscoe, Boys - N. 11	240 0 0	85	32 9 2
438	Codnor, Girls' and Infants N. 2	550 0 0	173	48 18 1
446	Crich - - N. 5	284 8 10	141	59 1 0
449	Darley, South - Ch. 6	131 16 8	51	21 14 4
445	Derby, All Saints' - N. 7	*160 0 0		
	" " "	320 0 0	196 38	103 3 1
445	Derby - - B. 10	505 0 0	291	124 3 3
445	Derby, Canal Street - W. 10	- - -	273 21	122 15 2
445	Derby, Ch. Ch. - - N. 7	350 7 6	288	121 1 3
445	Derby, Curzon Street - N. 7	456 5 8	277	117 5 2
445	Derby, King Street - W. 10	- - -	256 8	118 10 2
445	Derby, Parliament St. W.	- - -	62	18 7 4
445	Derby, Practising - 7	382 15 0	140	68 15 10
445	Derby Ragged and Industrial -	372 0 9		
445	Derby, St. Alkmund's N. 7	211 0 0	238	107 14 4
445	Derby, St. Andrew's - N. 8	- - -	177	62 10 4
445	Derby, St. Joseph's - R.			
445	Derby, St. Mary's - R. 4	- - -	139 9	49 17 11
445	Derby, St. Michael's - N. 8	- - -	141	68 2 8
445	Derby, St. Paul's - N. 7	234 15 0	139	60 14 4
445	Derby, St. Peter's Bag Lane - - N. 7	*85 0 0	57	23 13 8
445	Derby, St. Peter's, Devonshire St. N. 7	*125 0 0		
	" " "	15 13 4	136 69	77 0 0
445	Derby, St. Peter's Rose Hill District - - Ch.	275 0 0		
445	Derby, St. Peter's, Siddal's Lane N. 7	a*160 0 0	139 77	92 7 8

a For Siddal's Lane and Traffic Street Schools.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	DERBY—*cont.*	£ s. d.		£ s. d.
415	Derby, St. Peter's, Traffic St. - N. 7	*a*132 0 0	204	98 11 0
445	Derby, Holy Trinity - N. 7	626 0 0	527	247 13 8
507	Dore - - N.	20 0 0		
374	Doveridge - N. 11	- - -	48	22 14 8
444	Draycott and Wilne - P. 2	426 10 0	177 16	71 12 10
446	Duffield, Endowed - N. 4	21 0 0	50	*b*
444	Eaton, Little N. 11	85 0 0	77	40 11 3
444	Eaton, Long N. 11	243 18 9	188	74 3 6
450	Edale - - N. 5	- - -	39	6 17 6
449	Edensor - N. 6	- - -	35	16 6 8
449	Eyam - - Ch. 5	- - -	94	57 2 0
451	Glossop, All Saints - R. 6	- - -	68	30 14 4
451	Glossop - B.	*c**225 0 0		
451	Glossop, Dinting Vale, Printworks B.			
451	Glossop (Duke of Norfolk's) - B. 10	31 11 3	224	77 10 0
448	Grassmoor, Hasland - 8	- - -	47	19 5 10
451	Hadfield - Ch. 5	- - -	100	37 0 6
451	Hadfield - W. 10	- - -	202 34	73 12 2
437	Hardwick - N.			
448	Hasland - N.	207 6 3		
449	Hassop - R. 4	- - -	28	13 7 6
449	Hathersage - Ch. 5	304 0 0	107	40 19 8
449	Hathersage - W. *d*			
451	Hayfield, Town's - N. 5	*116 0 0	49	*b*
446	Hazlewood - N.	69 0 0		
446	Heage - N. 6	138 2 5	72	18 2 6
438	Heanor - N. 2	316 13 0	205	64 1 8
448	Heath - Ch. 10	- - -	24	8 10 8
450	Hope - Ch. 5	- - -	55	27 12 4
446	Horsley, Endowed - N. 2	35 0 4	96 25	34 0 7
451	Howard Town - - W. 10	- - -	168	69 0 6
447	Hulland - N. 11	- - -	70	38 18 4
438	Ilkeston - N. 11	410 13 0	180	87 18 4
438	Ilkeston - B. 9	286 0 0	183	92 1 8
446	Ironville - N. 11	490 0 0	319	148 17 6
446	Ironville, Golden Valley, Infants - 11	- - -	69	26 8 11
447	Kniveton - N.	53 0 0		
446	Langley Kirk N.	40 0 0		
446	Lea, Public - 10	512 5 0	87	43 7 4
444	Littleover - N.	70 0 0		
447	Longford - P. 5	- - -	67	12 18 8
375	Lullington - Ch. 4	- - -	36	18 9 6
449	Matlock Bath - - N. 2	205 0 0	109	40 3 11
414	Measham - N. 3	*20 0 0		
	„ „	145 6 6	264	130 6 4
444	Melbourne - N. 4	54 0 0	200 17	74 7 0
	DERBY—*cont.*	£ s. d.		£ s. d.
451	Mellor, Methodist Free Church - 10			
375	‡Mickleover - Ch. *e*			
449	Middleton - N. 5	155 6 0	107	52 12 2
449	Middleton (Stoney) - N.			
446	Milford - B. 10	- - -	251 75	152 3 8
449	Monyash - N.			
446	Morley - - N.	17 1 9		
448	Newbold with Dunston - Ch. 8	292 12 6	106	37 8 1
375	Newhall - N. 4	357 10 0	170	71 7 2
451	Newmills - N. 5	300 0 0	170	60 11 0
451	New Mills - B. 9	- - -	149	60 8 4
451	Newmills - W.			
375	Newton-Solney - N.			
444	Normanton - Ch. 8	- - -	48	23 18 2
437	Normanton South - - N. *e*	*64 0 0		
507	Norton, Greenhill - - N. 8	46 0 0	33	9 8 5
444	Ockbrooke - N. 2	227 10 0	52 23	25 12 1
444	Osmaston - N. 4	- - -	63 8	38 18 0
447	Parwich - N. 4	- - -	49	26 10 6
446	‡Pentrich - N.			
437	Pleasley Works - B. 12	- - -	88 21	48 18 2
414	Ravenstone - N.			
446	Riddings - N. 11	345 0 0	210	96 6 8
448	Ridgeway - N.	*80 0 0		
446	Ripley - N. 6	1185 7 6	394	189 7 8
446	Ripley - W.			
444	Sawley - N. 11	415 0 0	114	54 4 10
375	Scropton - N. 4	111 5 0	55 11	25 5 0
444	Shardlow - P.			
438	Shipley and Cotmanhay N. 2	491 10 0	193	79 18 6
437	Shirebrook - N.	83 5 0		
448	Shirland - N.	133 10 0		
447	Shirley - N. 4	88 6 8	47	27 7 10
446	Smalley, Boys N. 11	49 5 0	71	22 7 2
446	Smalley, Girls N.	153 0 0		
448	Spink Hill, St. Mary's - R. 4	- - -	103	49 15 0
444	Spondon - N. 11	183 0 0	105 8	58 9 10
437	Stainsby - Ch. 11	- - -	19	*b*
444	Stanton-by-Dale Abbey N. 5	275 0 0	46	18 17 9
375	Stapenhill - N. 4	- - -	85	28 1 10
448	Staveley - N. 6	200 0 0	251	114 0 8
448	Staveley Works - Ch. 6	- - -	275	135 19 2
374	Sudbury (Lady Vernon's) - N. 11	- - -	89	25 10 10
375	Swadlincote N. 4	- - -	157	56 7 10
446	Swanwick - Ch. 11	- - -	112	37 15 2
449	Tansley - N.	163 14 0		
437	Tibshelf - N. 6	- - -	55	31 16 8

a For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street Schools.
b Grant refused under Article 52*d*.
c School pulled down and part of proceeds with interest (165*l*. 8*s*. 1*d*.) repaid.
d School closed.
e Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	DERBY—*cont.*	£ s. d.		£ s. d.
449	Tideswell - N. 5	305 0 0	75 49	48 11 7
446	Turnditch - N.	75 0 0		
448	Wessington - N.	42 1 6		
451	Whitfield - N. 5	300 0 0	234	102 17 4
448	Whittington (Webster's Endowed) - P.	144 0 0		
436	Whitwell - Ch. 11	- - -	49	23 9 4
446	Wirksworth N. 5	290 0 0	193	95 5 4
448	Woodthorpe Ch. 6	- - -	68	26 13 4
447	Yeaveley - N. 4	58 10 0	22	12 13 11
	DEVON.			
297	Appledore - N. 11	136 6 8		
297	Appledore - W. 11	- - -	89	41 12 10
283	Ashburton Infants - N.	*38 0 0		
281	Ashcombe - N.			
295	Ashford - Ch.	75 4 0		
296	Ashreigney - N.	361 16 0		
281	Ashton - N.	*37 0 0		
285	Aveton-Gifford - N. 10	463 4 0	60	21 8 6
280	Awliscombe - N.	*36 0 0		
279	Axminster - N. 3	158 0 0	238 28	138 5 2
279	Axmouth - N. 3	19 1 4	61	14 3 6
283	Babbicombe N. 12	- - -	87	22 11 8
295	Barnstaple - N. 5	*100 0 0	82	33 13 2
295	Barnstaple, Blue Coat Boys, Endowed - N. 5	- - -	- - *a*	
295	Barnstaple - R. 7	- - -	46	21 13 10
295	Barnstaple, St. Mary Magdalene N. 5	- - -	127 11	72 6 2
295	Barnstaple, Holy Trinity - N. 5	- - -	65	23 3 4
295	Barnstaple - W. 11	499 0 0	282	127 3 0
291	Beaworthy - N.	*25 0 0		
295	Berryn Arbor - N.	126 0 0		
283	Bickington - Ch. 5	- - -	71	31 3 2
286	Bickleigh (Roborough) N. 4	- - -	35	13 18 0
293	Bickleigh (Tiverton) N.	59 13 4		
297	Bideford - B.	*240 0 0		
	" " 11	86 1 7	172	89 19 4
297	Bideford, Longbridge N. 11	125 0 0	173	61 4 0
283	Bishop's Teignton - Ch. 2	- - -	82	32 1 7
285	Blackawton N. *b*	*37 0 0		
283	Bovey, North N. 10	- - -	30	12 10 10
283	Bovey Tracey N. 3	*87 0 0	108	34 12 9
283	Bovey Tracey B. 1	- - -	58	22 9 6
293	Bradninch - N. 4	*99 0 0		
	" "	52 18 0	204	93 10 2
281	Bramford Speke - N. 10	- - -	30	15 17 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	DEVON—*cont.*	£ s. d.		£ s. d.
281	Brampford Wood, Reformatory.			
291	Bratton Clovelly - N. *b*	*65 0 0		
295	Bratton Fleming - N. 5	75 6 0	55	25 13 2
291	Bridestow and Sourton - Ch. 5	159 0 0	52 6	19 15 3
284	Bridgetown - B. 1	- - -	59	30 1 6
284	Brixham, Endowed - Ch. 2	50 0 0	112	20 0 0
284	Brixham, Girls' - 2	- - -	60	20 9 2
284	Brixham, Infants - N. 2	- - -	100	45 17 0
284	Brixham - B. 1	- - -	56 13	25 0 10
281	Broadclyst - N. 3	- - -	178 19	51 18 8
284	Buckfastleigh - - N.	189 0 0		
284	Buckfastleigh - - B.	*170 0 0		
286	Buckland (Egg) - N. 4	133 0 0	85	38 13 6
290	Buckland Monachorum - - Ch.	150 0 0		
294	Buckland, West - - N.	110 0 0		
286	Budeaux St. N.	*40 0 0		
314	Burlescombe Ch. 4	304 0 0	56 6	30 19 0
294	Burrington - N. 4	332 0 0	54	21 2 9
293	Butterleigh - N.	26 0 0		
293	Cadeleigh - N.	40 0 0		
294	Castle Hill - N. 5	- - -	71	40 15 10
291	Chagford - P. 3	128 12 6	77	38 18 6
291	Chagford, Infant - N. 3	- - -	82	27 5 9
294	Charles - Ch. 5	80 0 0	36	17 0 0
292	Cheriton Bishop - N.	*25 0 0		
293	Chevithorne Ch. 3	250 0 0	66	33 5 0
294	Chittlehampton - N. 5	- - -	65 7	42 9 8
283	Chudleigh - N. 11	799 16 0	179	63 10 2
294	Chumleigh - B. *c*	*50 0 0		
292	Colebrooke - N.	*140 0 0		
292	Coleridge - N. 4	- - -	22	10 19 0
293	Collumpton N. 4	21 0 0	160	77 7 10
279	Colyton - N. 3	*92 0 0	129 26	78 11 4
281	Colyton Rawleigh -	60 0 0		
295	Com'martin N. 5	104 15 6	129 13	51 5 11
286	Compton Gifford - Ch 3	- - -	40	13 2 7
286	Cornwood - N. 3	315 0 0	69	29 4 2
281	Countess Wear - - N. 12	100 0 0	63	37 6 4
314	Culmstock - N.	*70 0 0		
290	Dartmoor Prison - N. 4	- - -	136	54 1 7

a Grant refused under Article 52*d*. *b* Inspection declined. *c* School given up.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865.) Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865.) Amount paid.
	DEVON—*cont.*	£ s. d.		£ s. d.
284	Dartmouth, St. Petrox - N. 11	- - -	83	34 14 11
283	Dawlish - N. 2	- - -	121 15	64 3 2
282	Devon and Exeter, Central - - N. 10	1,395 0 0	280	155 4 6
282	Devon and Exeter, Infant 10	- - -	74	31 7 6
289	Devonport, Royal Naval and Military Free - - 10	978 0 0	554	224 11 8
289	Devonport, St. James' - N. 11	863 16 0	322 5	91 2 4
289	Devonport, St. Joseph's - R. 7	- - -	117	64 7 0
289	Devonport, St. Mary's - N. 11	- - -	154	71 4 4
289	Devonport, St. Stephen's - N. 11	- - -	216	58 19 11
284	Dittisham - N. 2	92 10 0	100	51 0 6
296	Dolton - - N. 4	- -	90	46 1 0
295	Down, West N.	50 0 0		
291	Drewsteignton N. 3	- - -	49 6	26 5 2
281	Dunsford - N. 11	- - -	55 10	32 19 0
286	Ermington - N. 4	144 10 0	39	15 1 8
291	Exbourne - N.	*60 0 0		
282	Exeter - N. 10	- - -	192	93 16 4
282	Exeter, St. Sidwell's or Grosvenor Independent - *a*	*150 0 0		
282	Exeter, Episcopal Charity - N. 10	- - -	200	31 5 0
282	Exeter, Mint Lane - - W. 5	335 0 0	197	134 6 10
282	Exeter, St. David's - P. 10	- - -	135	67 6 6
282	Exeter, St. James' - N. 10	221 16 0	136 7	69 15 0
282	Exeter, St. Sidwell's - N. 10	500 0 0	241	117 12 0
281	Exeter, St. Thomas' - P. 10	325 0 0	94	45 17 4
281	Exeter, St. Thomas' - U.			
282	Exeter, City Workhouse U.			
281	Exminster - N.	354 0 0		
281	Exmouth - N. 12	- - -	119	24 11 8
281	Exwick - N. 11	255 0 0	50	17 4 8
294	Filleigh, Castle Hill - N.	217 17 6		
283	Furrough Cross Free Church 1	- - -	77	31 8 9
296	Giles, St., in the Wood - N. 4	- - -	93	49 15 0
290	Gulworthy (Duke of Bedford's) - 4	- - -	102 31	55 16 10
293	Halberton - N. 4	305 18 0	101	46 15 0
291	Hampton High N.	*35 0 0		
284	Harberton - N. 12	- - -	52	19 6 3
284	Harberton Ford - N.	137 0 0		
297	Hartland - N. 5	- - -	59	20 19 10
291	Hatherleigh N. 10	*112 0 0	55	21 15 10
281	Heavitree - P. 11	- - -	55	21 5 0
283	Highweek New - - P. 11	- - -	69	29 8 0
298	Hollacombe B. *b*	*45 0 0		
284	Holne - - N. 11	5 18 3	28	15 14 4
298	Holsworthy N. 5	115 0 0	68	28 4 0
298	Holsworthy W. 5	150 15 0		*c*
280	Honiton - N. 3	273 7 6	182 16	93 10 8
280	Honiton - B. *a*	*150 0 0		
286	Hooe, West - N. 4	- - -	75	30 18 8
290	Horrabridge, Secular - - 10	59 8 0	94	53 10 0
284	Huish, North N. 2	75 13 4	37	17 10 8
291	Iddesleigh and Dowland - N. 10	219 10 0	32	10 9 7
281	Ide - - N. 11	275 0 0	74	37 16 0
295	Ilfracombe - N. 5	228 0 0	144	67 10 9
295	Ilfracombe - B. 11	- - -	39	15 8 10
295	Ilfracombe, St. Philip and St. James's - N. 5	- - -	150	54 2 9
295	Instow - - N.	117 0 0		
286	Ivybridge - Ch. 3	- - -	108	51 12 4
290	Kelly - - Ch. 5	- - -	34	22 10 0
281	Kenn - - Ch. 11	- - -	92	41 3 4
293	Kentisbeare N.			
281	Kenton - N. 11	- - -	77	41 5 5
285	Kingsbridge and Dodbrooke - B. 10	284 0 0	169	80 19 2
285	Kingsbridge and Dodbrooke - N. 10	134 0 0	88	41 10 4
283	Kingskerswell, St. Mary's - N. 2	280 0 0	105	48 12 8
283	King's Teignton - - Ch. 2	256 12 6	122	58 16 4
290	Lamerton - N.			
283	Leusden - N. 11	- - -	31	10 4 0
210	Lew Trenchard - - N.	66 10 0		
295	Loxhore - N. 5	40 0 0	51	28 5 8
281	Lympston - N. 12	- - -	47 13	29 4 8
295	Lynton - N. 5	100 0 0	54	10 9 6
283	Manaton - Ch. 3	101 0 0	37	20 15 0
284	Marldon - N. 11	144 0 0	40	14 19 10
295	Mearwood, Endowed.			
283	Marychurch, St. - - N. 2	87 6 0	180 11	90 8 3
290	‡Mary-Tavy, St. - - B.			
290	Mary-Tavy, St. - - N. 5	*d* *100 0 0	109 11	59 12 4
299	Meavy - - N.	*25 0 0		
	" "	30 0 0		
279	Membury - N.	61 0 0		
296	Merton - N. 4	- - -	82	45 19 6

a Removed from inspection. *b* School not existing. *c* Grant refused under Article 51*d*.
d This grant was made when this was a British school.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	DEVON—*cont.*	£ s. d.		£ s. d.
290	Milton Abbot (Duke of Bedford's), N. 4	- - -	60	14 6 8
290	Milton Abbot, Girls' Free N. 4	60 0 0	50	21 1 8
285	Modbury - N.	*100 0 0		
	" - "	77 0 0		
294	Molton, North N. 5	- - -	68	30 6 4
294	Molton, South N. 5	- - -	77	22 10 0
294	Molton, South, Infants' - - 11	400 0 0	130	58 4 8
294	Molton, South W. 11	- - -	59	29 6 0
292	Morchard, Bishop's - Ch. 10	- - -	95	50 12 0
297	Morcham - N. 11	*90 0 0		
286	Nos-Mayo - N.	111 0 0		
294	Nympton Bishop's - N. *a*	50 0 0		
280	Offwell - N.			
291	Okehampton N. 5	*82 0 0 44 0 0	76 26	36 17 0
280	Ottery, St. Mary's - N. 3	- - -	141	73 1 4
284	Paignton - N. 2	189 10 0	165	84 2 4
297	Parkham - N. 11	35 0 0	77	30 4 3
290	Peter Tavy - N. 5	128 0 0	54	21 19 2
301	Petherwyn, North - N.	80 0 0		
295	Pilton - - N. 5	*100 0 0	123 40	72 6 2
287	Plymouth, Charles Parish - N. 3	1,517 4 1	556	241 3 6
287	Plymouth, Ch. Ch. - N. 3	185 6 8	171	76 10 6
287	Plymouth, Grey - Ch. 4	- - -	111	18 15 0
287	Plymouth, Public Free B. 10	699 1 6	1031 35	395 12 2
287	Plymouth, St. Andrew's Chapel - N. 4	- - -	70	27 10 8
287	Plymouth, St. Andrew's, Princess Street N. 3	515 5 0	244	114 1 8
287	Plymouth, St. Boniface, Boys - - R. 6	- - -	128	66 10 8
287	Plymouth, St. Boniface, Girls - - R. 7	- - -	260	89 13 6
287	Plymouth, St. James' - Ch. 4	- - -	136	71 18 4
287	Plymouth, St. Peter's - N. 4	- - -	194 13	81 13 10
287	Plymouth, Holy Trinity - N. 3	502 11 6	338	141 17 11
286	Plympton, St. Mary's, Ridgway District N. 4	- - -	85	26 11 2
286	Plymstock - N. 4	55 12 0	115	54 9 8
290	RaddonChapelN. 5	- - -	40	19 6 6
284	Rattery - Ch. 11	- - -	46	13 18 8
294	Rose Ash - N.	65 0 0		
285	Salcombe, near KingsbridgeN. 10	150 0 0	123	40 18 8
293	Sampford Peverell - N. *a*	100 0 0		
292	Sandford - N. 10	- - -	99	27 3 6
279	Seaton (Sir W. Trevelyan's) - - 3	- - -	63 8	38 18 2
266	Shebbeare - N.	*30 0 0		
280	Sidmouth, All Saints' - N. 3	161 0 0	90	40 3 6
280	Sidmouth - P. 3	- - -	33	9 6 5
293	Silverton - N. 10	111 0 0	50	24 6 0
281	Starcross - N. 11	- - -	42	24 9 0
289	Stoke Damerel, Public - - 10	*90 0 0		
	" "	130 0 0	248	114 18 2
284	Stoke Gabriel N. 2	71 10 0	55	20 6 8
285	Stokeinham - N. 10	272 0 0	123	63 2 7
288	Stonehouse, East - - N. 3	24 11 8	313	124 19 2
288	Stonehouse - W.			
287	Sutton-on-Plym - N. 4	202 5 0	94	46 18 8
295	Swimbridge P. 5	- - -	59	28 10 10
290	Tavistock - N. 4	415 0 0	298	136 6 10
290	Tavistock - B. 10	- - -	384 38	195 13 6
295	Tawton Bishop's N.	66 10 0		
291	Tawton, North Infants - Ch.	195 0 0		
283	Teignmouth, East and West - - P. 3	- - -	266 11	110 12 6
283	Teignmouth B. 11	- - -	78	45 6 8
283	Teignmouth W. *a*			
293	Thorverton - N. 4	140 0 0	56	30 2 0
280	Tipton, St. John's - N.	50 0 0		
293	Tiverton Elmore - - B. 5	- - -	122	78 16 8
293	Tiverton - N. 4	138 0 0	158	72 15 4
293	Tiverton (Bampton Street), Infants - B. 5	- - -	114	69 12 11
293	Tiverton, Heathcoats B. 5	- - -	394	255 13 3
281	Topsham, Somasters - N. 12	476 0 0	122	15 2 8
281	Topsham - W. 5	- - -	186	88 14 8
283	Tor, Yonge - N. 2	395 6 5	302	124 5 8
283	Torquay - N. 2	100 0 0	245	105 13 8
283	Torquay, Abbey Road, Public - 1	- - -	292	145 9 10
283	Torquay, Boston Fields, - N. 2	124 0 0	66	29 8 4
283	Torquay, Holy Trinity - N. 3	- - -	266	89 14 2
298	Torrington, Black - N.	*40 0 0		
296	Torrington, Great - B. *b*	*150 0 0		
286	Turnchapel, Infants - N. 4	- - -	49	15 19 10
293	Uffculme - N.			
293	Uplowman - N.	- - -	51	28 12 8
280	Up-Ottery - N. 3	125 0 0	40	12 0 8

a School closed.

b School given up.

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	DEVON—*cont.*	£ s. d.		£ s. d.
283	Upton, Ellacombe - N. 11	142 10 0	138	60 12 8
281	Upton Pyne N. 10	- - -	78	42 13 6
294	Warkleigh - N.	47 10 0		
296	Wear Gifford N. 4	198 0 0	82	45 19 6
281	Whimple - N. 3	96 0 0	63 / 9	40 18 10
283	Willand - N.	70 0 0		
296	Winkleigh - N. 4	64 0 0	79	42 15 9
294	Witheridge - N. 4	115 0 0	51	21 5 0
293	Withleigh - N.			
281	Withycombe Rawleigh - N.	89 5 10		
281	Woodbury (Broadmead's), Endowed - 5	- - -	75	36 6 8
283	Woolborough N. 2	169 17 4	106	50 0 8
296	Yarnscombe N. 4	51 0 0	30	13 13 9
	DORSETSHIRE.			
278	Allington - N.	*80 0 0		
275	Alton Pancras - - N.	100 0 0		
275	Athelhampton - - B. 4	- - -	52 / 15	34 11 10
277	Beaminster, Girls - - N. 8	- - -	75	31 16 8
318	Black Down N.	82 0 0		
270	Blandford, Boys - - N. 2	157 3 4	134	46 10 0
270	Blandford, Girls - - N. 2	63 0 0	208	90 17 0
270	Blandford, Whitcliff Mill St. - B.	150 0 0		
275	Bradford Peverell - - Ch. 6	- - -	38	15 3 10
278	Bradpole -N. 8	- - -	70	33 11 6
275	Bredy (Long), and Kingston Russell - N. 6	298 0 0	36 / 22	25 6 2
278	Bridport, General - - 4	895 15 4	497	211 10 5
275	Broadmayne N.	48 0 0		
277	Broadwindsor - - N.	150 0 0		
275	Buckland, Newton - Ch. 2	268 0 0	47 / 19	29 16 10
273	Burton, East N.	38 0 0		
268	Cann, St. Rumbold's - - 11	70 0 0	57	31 0 4
275	Cattistock - N. 8	*45 0 0	47	25 11 8
275	Cerne Abbas N.			
279	Chardstock, Industrial - N. 3	*100 0 0		
	" " "	750 0 0	133	19 19 4
279	Charmouth - N. 3	- - -	64 / 6	41 15 6
276	Chetnole - N. 1	- - -	33	18 12 6
278	Chideock - N.	117 0 0		
269	Child-Okeford - - N. 6	80 0 0		
268	Compton, Abbas - N. 11	- - -	51 / 13	27 5 8
276	Compton, Nether and Over - - N. 1	121 13 4	40 / 9	18 5 8
273	Corfe Castle N. 7	- - -	152 / 23	88 1 0
273	Corfe Castle B. 4	*295 0 0	62	23 16 5
271	Corfe Mullen, Lockyer's - N. 7	195 0 0	75	29 5 0
277	Corscombe - N. 8	5 5 7	39	16 13 4
271	Cranbourne Ch. 2	- - -	90 / 25	56 17 4
271	Critchill Moor - Ch.			
275	Dorchester - N. 6	*80 0 0	301	163 15 4
275	Dorchester, Trinity, Infant - - N. 6	- - -	165	81 10 10
	Dorset, Reformatory.			
271	Edmonsham - Ch. 2	150 0 0	31 / 13	18 14 10
268	Enmore Green N. 11	- - -	65	36 2 0
271	Farnham - N.	*35 0 0		
	" - "	20 0 0		
271	FarnhamGypsey - - N.	*a*100 0 0		
269	Fifehead, Magdalen - Ch. 11			
268	Fontmell Magna - Ch. 11	- - -	117	53 11 0
275	Fordington, West - P. *b*			
268	Gillingham - N. 11		118	43 12 9
275	GodmanstoneN.	75 0 0		
273	Grange - N.			
277	Halstock - N.	*47 0 0		
	" - "	30 0 0		
271	Hampreston N. 7	- - -	54	16 16 8
271	Handley - N. 2	- - -	106	48 12 2
269	Haselbury Bryan - Ch. 1	- - -	62	27 3 2
279	HawkchurchN.	10 0 0		
273	Herston, Infant - - Ch. 7	134 10 6	77 / 15	49 2 9
270	Hilton - N. 2	368 0 0	80 / 13	45 19 8
271	Hinton Martell - - Ch. 7	- - -	50	25 8 1
269	Hinton, St. Mary - N. 2	70 0 0	40	20 12 6
271	Holt - - N.	200 0 0		
277	Hook - - Ch.	100 0 0		
269	Ibberton - N. *c*	*25 0 0		
268	Iwerne Minster - - N. 11	*60 0 0	63 / 21	56 11 1
273	Kimeridge - N. 7	- - -	52	24 14 6
272	Kingston - N. 7	*40 0 0	76 / 17	46 9 6
320	Kington Magna - N. 11	264 0 0	56	29 3 0
272	KinsonHeathCh.	214 0 0		
274	Langton-Herring - - N. 6	- - -	38 / 18	22 3 2
273	Langton-Matravers - N. 7	76 13 4	95	53 7 2

a Repaid Nov. 21, 1855. *b* Withdrawn from inspection. *c* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	DORSET—*cont.*	£ s. d.		£ s. d.
276	Leigh - - N. 1	91 10 0	42	17 1 10
278	Loders - Ch.	- - -	70	38 2 0
272	Longfleet - N. 7	- - -	95	56 4 4
273	Lulworth, West - Ch. 7	196 0 0	43	24 7 8
269	Lydlinch - N. 1			
279	Lyme Regis- N. 3	24 10 0	145 / 30	78 16 4
279	Lyme Regis- B. 4	*150 0 0		
	" " - "	22 16 0	43	22 2 4
272	‡Lytchet Matravers - N.			
272	Lytchet Minster - - N. 7	*43 0 0		
	" " - "	3 12 0		
275	Maiden Newton and Frome Vauchurch - N. 8	66 0 0	124 / 32	84 2 6
277	Marshwood - N.	57 0 0		
268	Melberry Abbas - - N. 11	- - -	32	16 0 5
277	Melplaish - N.	105 0 0		
271	Middlehill - Ch. 7	- - -	37	8 12 5
270	Milton Abbas N. 2	- - -	114 / 22	72 6 10
278	Monkton Wyld - Ch. 3	- - -	36 / 4	21 17 6
273	Morecombe Lake - N.	81 0 0		
277	Netherbury - N. 8	- - -	51	26 9 8
274	Osmington - N. 6	*45 0 0		
	" " - "	19 1 0	32	13 19 0
272	Parkstone - Ch. 7	- - -	42	21 0 10
275	Piddlehinton N. 6	212 4 0	53	24 10 8
275	Piddletrenthide - N. 6	- - -	73	18 19 7
270	Pimperne - N. 2	- - -	55 / 19	33 2 0
272	Poole - - N. 7	*150 0 0		
	" - - "	46 0 0	369 / 75	214 8 8
274	Portland, Grove *a*			
274	Portland, Prison Officers' 4	- - -	90	46 2 2
274	Portland, St. George's Parish - B. 4	516 0 0	178	71 19 2
274	Portland, St. John's - N. 6	556 0 0	149	73 11 6
274	Portland - W. 4	269 0 0	116	48 11 6
277	Powerstock - N. 8	- - -	91 / 26	45 16 8
274	Preston - N. 6	- - -	63	24 12 0
275	Puddletown- Ch. 6	- - -	95	49 0 0
278	Puncknoll - N. 8	- - -	58	15 16 8
277	Rampisham- N. 8	115 10 8	40	22 8 2
268	Shaftesbury- B. *b*	*100 0 0		
268	Shaftesbury, St. James - N. 11	- - -	101 / 10	57 14 10
268	Shaftesbury, Holy Trinity N. 11	116 10 0	115	65 3 6
276	Sherborne (Horsecastle's Lane) - N 1	1,307 5 6	317 / 53	167 14 0
276	‡Sherborne Literary Institution, Evening.			
276	Sherborne - B. 4	- - -	141	75 6 2
276	Sherborne Newlands - N. *c*			
269	Shillingstone Ch. 2	- - -	49	22 14 6
267	Silton - - N. 11	- - -	23	13 4 6
269	Stalbridge - N. 11	- - -	139	70 10 2
270	Strickland - P. 2	- - -	70 / 21	38 16 4
275	Stinsford and Bockhampton - - N. 6	85 0 0	56	24 1 6
277	Stoke Abbot N. 8	- - -	55	28 15 4
270	Stourpaine - N.	50 0 0		
268	Stower, East- N. 11	- - -	41	23 12 10
268	Stower Provost and Todbere - N.	141 6 8		
271	Sturminster Marshall - N. 7	- - -	83	22 13 0
269	Sturminster, Newton - N. 2	500 0 0	141 / 16	76 0 0
268	Sutton-Waldron - - N. 11	- - -	34	14 13 4
273	Swanage - N. 7	16 4 6	143 / 21	84 7 2
278	Swyre - Ch. 8	- - -	56	26 9 8
270	Tarrant Hinton - - N. 2	- - -	59	33 14 8
271	‡Tollard Royal Ch.			
275	Tolpuddle - N. 6	- - -	51	19 6 1
271	Verwood - N. 2	107 13 6	78 / 10	45 1 0
278	Walditch - Ch. 8	196 0 0	34	15 11 0
273	Wareham - N. 7	- - -	180 / 52	112 18 2
273	Wareham - B. 4	450 0 0	148	74 10 5
273	Wareham and Purbeck - U.			
274	Weymouth - B. 4	- - -	66	24 4 2
274	Weymouth, St. John's District - Ch. 6	250 0 0	168	72 5 7
274	Weymouth and Melcombe Regis, St. Mary's - Ch. 6	- - -	328 / 52	192 16 10
274	Weymouth, Holy Trinity - - N. 6	515 0 0	221	84 9 4
278	Whitchurch Canonicorum N.	131 12 6		
271	Wimborne Minster - N. 7	200 0 0	180	105 6 0
270	Winterbourne Whitchurch N. 1	*30 0 0	31 / 19	16 6 8
273	Wool - - N. 7	- - -	67	29 12 10
274	Wyke Regis- N. 6	- - -	134 / 17	67 9 0
	DURHAM.			
542	Auckland, Bishop (Bishop Barrington's) 5	- - -	120	38 10 0

a United to Portland Prison Officers' school.
b Removed from inspection.
c This school is now amalgamated with Horsecastle's Lane school.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
542	Auckland, Bishop (Edward Walton's) - 9	- - -	205	89 18 10
542	Auckland, Bishop, St. Ann's - N. 5	260 0 0	201	63 13 2
542	Auckland, Bishop, St. Helen's - B. 9	- - -	112	43 5 0
542	Auckland, Bishop - - W. 9	583 0 0	123 7	57 13 4
542	Auckland, West - - N.	110 0 0		
551	Barlow (Winlaton) - Ch.			
543	Barnard Castle - - N. 6	165 0 0	283	96 14 11
543	Barnard, St. Mary's - R. 1	- - -	58	33 0 2
543	Barnard Castle, Victoria, Infants - B. 4	*100 0 0	120	51 13 4
543	Barnard Castle - - W. 4	- - -	134	68 11 2
545	Belmont - Ch. 3	49 0 0	91	31 18 7
541	Billingham - Ch. 4	103 0 0	41	16 2 10
548	Birtley - Ch. 5	604 0 0	143	59 6 10
548	‡Birtley - R.			
541	Bishopton - N. 5	- - -	50	22 0 2
549	Bishop Wearmouth - Ch. 7	777 6 8	396	132 8 0
549	Bishop Wearmouth, Infant - - N. 7	150 0 0		61 10 8
549	Bishop Wearmouth, Rectory Park - N.			
542	Blackboy Colliery - - 5	- - -	144 18	77 17 2
550	Boldon - N. 3	138 10 0	81 5	39 8 0
544	Boltsburn, Boys - - Ch.			
544	Boltsburn, Girls - - Ch. 6	- - -	34	12 16 0
545	Bowden Close (Crook) - B. 10	- - -	116	54 4 6
545	Brandon - N. 6	480 0 0	64	20 16 0
545	‡Brooms, St. Cuthbert's - R.			
542	Byers Green - N. 2	379 0 0	75	44 0 0
542	Byers Green, Infant -	160 0 0		
546	Castle Eden, Boys - - N. 6	- - -	36	17 12 0
546	Castle Eden Colliery - N. 3	215 0 0		
546	Castle Eden, Girls (Mrs. Burdon's) - N. 6	- - -	37	22 10 0
545	Castleside - Ch. 5	- - -	60	25 1 4
548	Chester-le-Street - N. 3	353 10 0	236 19	122 6 3
545	Collierley - N. 3	97 0 0	74	26 17 2
540	Coniscliffe - N. 3	79 8 3	39	16 17 10
545	Consett - B. 10	- - -	149	74 12 0
541	Coopen Bewley N.	149 0 0	81	36 9 2
541A	Cornforth - Ch. 3	- - -	157	64 6 6
542	Coundon - N. 5	133 0 0	332	152 14 10
542	Crook (Pease's West) - B. 10	- - -	108	47 19 6
540	Darlington, Bank Top Railway - B. 9	540 0 0	99	36 10 10
540	Darlington, Bridge Street B. 9	140 0 0	246	96 17 10
540	Darlington, Bridge Street W. 9	1,388 0 0		
540	Darlington, Feetham's - B.			
540	Darlington, Kendree Street - B. 9	- - -	156	55 10 6
540	Darlington, St. Augustine's - - R. 1	- - -	150	59 6 8
540	Darlington, St. Cuthbert's - N. 10	86 0 0	213	102 6 8
540	Darlington, St. John's - N. 10	903 15 0	218	105 2 10
540	Darlington, Skinnergate Street - B. 9	- - -	137	67 16 10
540	Darlington, Holy Trinity - - N. 10	426 6 0	251	113 10 8
549	Deptford, St. Andrew's - N. 7	207 13 4	228	68 7 8
545	Durham, Blue Coat - - N. 11	- - -	303 84	126 15 4
545	Durham, St. Giles, Infant, Practising - Ch. 11	193 2 6	80	39 15 8
545	Durham, Male Practising - 11	835 15 0	41	4 1 4
545	Durham, Female, Practising - 11	345 0 0	52	22 13 4
545	Durham, St. Cuthbert's R. 11	- - -	163	75 17 2
545	Durham, St. Margaret's - P. 11	644 0 0		
545	Durham, St. Oswald's - N. 11	430 15 0	237	123 17 4
545	Durham - W. 1	- - -	105	55 5 0
541	Eaglescliffe - N. 4	*40 0 0		
	„ - „	61 10 0	81	34 8 4
546	Easington Charity - P. 4	- - -	30	2 12 6
546	Easington Lane, Colliery - 2	- - -	137	31 11 4
544	Eastgate, Barrington - 3	- - -	27	15 6 6
544	Eastgate, Girls' 3	- - -	23	12 5 2
543	Egglestone - N. 5	- - -	115	54 11 2
548	Eighton Banks N.			
542	Escomb - Ch. 6	288 18 0	123	57 11 8
542	Escomb and Witton Park Iron Works N. 6	288 10 0	183	74 5 4

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	DURHAM—*cont.*	£ s. d.		£ s. d.
542	Etherley - N. 6	*40 0 0	100	50 5 4
	„ - „	197 0 0		
542	Etherley, Infants - - Ch. 6	- - -	53	9 8 11
551	Felling, St. John Baptist - R. 11	- - -	146	31 7 11
541A	Ferry Hill - N.	98 0 0		
543	Forest of Teesdale, Girls - N. 5	- - -	25	12 19 8
545	Framwellgate Moor - N.*a*	50 0 0		
551	Friar's Goose B. 6	- - -	97	35 12 2
544	Frosterley - W. 10	- - -	62	26 17 0
543	Gainford - N. 5	92 0 0		
551	Gateshead - N. 10	370 10 0	624 25	273 15 4
551	Gateshead, Infants and Sunday - N.	*140 0 0		
551	Gateshead, Low Fell - N.	166 10 0		
551	‡Gateshead, Our Lady and St. Wilfred's - R.			
551	Gateshead - W. 6	375 0 0	321	148 3 2
541B	Greatham - N. 3	*30 0 0		
	„ - „	30 0 0	46	19 11 2
551	Greenside - Ch. 3	- - -	85	44 0 0
541A	Grindon - Ch			
541B	Hartlepool, St. Bega's - R. 1	- - -	121	57 15 4
541B	Hartlepool, St. Hilda's R. 1	- - -	115	50 8 6
541B	‡Hartlepool, Holy Trinity, District Ragged.			
541B	Hartlepool, West - - N. 10	1,500 0 0	530	232 19 7
541B	Hartlepool, West, St. Joseph's - R.			
543	Harwood-in-Teesdale - N. 5	- - -	24	13 14 8
540	Haughton-le-Skerne - N. 4	94 0 0	116	63 12 8
546	Hawthorn, St. Michael's - Ch. 4	- - -	41	15 3 6
540	Heighington, Endowed - Ch. 6	42 0 0	75 8	26 5 0
549	Hendon, New Town, St. Paul's - N. 7	- - -	62	17 5 5
549	Hendon, St. Paul's - N. 7	671 0 0	411	116 1 9
547	Herrington, St. Cuthbert's 7	- - -	122 17	55 5 0
547	Hetton-le-Hole - - N. 2	*110 0 0	159	15 15 5
551	Heworth, near Gateshead - N. *b*	*58 0 0		
551	Heworth, St. Alban's (Windy Nook) - N.	*85 0 0		
	„ „	60 0 0		

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	DURHAM—*cont.*	£ s. d.		£ s. d.
545	Holmside - N.	72 0 0		
561	Holy Island N.	44 0 0		
547	Houghton-le-Spring, St. Michael's - N. 7	- - -	139	57 0 2
547	Houghton-le-Spring, St. Michael's - R. 12	- - -	87	45 16 4
547	Houghton-le-Spring - W. 2	115 8 4	88	36 15 8
544	Hunstanworth P. 6	- - -	50	21 4 0
542	Hunwick - N. 2	179 12 9	113	52 16 0
540	Hurworth - N. 4	70 0 0	79	33 5 0
540	Hurworth - W. 7	- - -	53	33 15 11
549	Hylton, North N.	37 10 0		
549	Hylton, South N.	*110 0 0		
550	Jarrow Bede N.			
550	Jarrow, Ellison - Ch. 10	280 0 0	237 15	92 19 4
550	Lake, Chemical Works - 2	- - -	88 31	35 9 6
548	Lamesley - N. 7	- - -	185	91 12 0
545	Lanchester - Ch.	86 14 0		
543	Langleydale N.	162 0 0		
545	Lintz Colliery Company - 3	- - -	73 11	31 18 6
481	Ludworth - N. 3	120 0 0	41	14 3 10
548	Lumley - N. 3	61 3 4	120	60 17 4
542	Lynesack, St. John's - N.	152 10 0		
542	Lynesack and Softley - B.	*50 0 0		
541	Middleham, Bishop's - Ch. 4	- - -	57	32 15 6
543	Middleton-in-Teesdale (Boys) N. 5	*45 0 0	43	20 9 4
541	Middleton, in West Hartlepool - - N. 11	58 0 0	61	29 7 11
541	Middleton, in West Hartlepool, St. John's, Infant - N. 11	- - -	76	34 6 10
549	Monk Wearmouth - N. 7	250 3 4	116	36 12 0
545	Muggleswick Ch.	100 0 0		
547	Newbottle, St. Matthew's N. 7	- - -	85	31 7 2
542	Newfield - N.	138 6 8		
541	Norton - N. 4	- - -	87 45	39 17 7
548	Pelton - - N.	166 0 0		
540	Pierce Bridge Ch. 10	- - -	38	7 13 8
541A	Port Clarence N. 6	- - -	50	27 6 8
547	Rainton, West Ch. 3	252 0 0	89	31 14 8
542	‡Roddymoor Crook, Infants - - B.			
549	Ryhope, Village - - Ch.			
548	Sacriston - N.	60 0 0		

a Extinct or absorbed into St. Margaret's.

b Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	DURHAM—*cont.*	£ s. d.		£ s. d.
546	Seaham Harbour - - N. 3	*40 0 0	158	57 16 4
	,, ,,	353 0 0		
541	Seaton Carew N. 4	128 5 0	70	28 18 8
546	Seaton Colliery			
541A	Sedgefield, Boys - - Ch. 3	- - -	122	24 7 4
541	Sedgefield, Girls - Ch. 3			18 0 3
545	Shadforth - N.	56 10 0		
545	Sherburn - N. 3	100 10 5	126	52 18 2
545	Sherburn Hill N. 3	120 15 0	58	27 3 6
550	Shields, South (Jarrow Chemical Works) B. 2	- - -	710	320 15 10
550	Shields, South, Old Charity, or St. Hilda's N. 11	- - -	299	126 0 5
550	Shields, South, St. Bede's - R. 11	- - -	186	35 7 5
550	Shields, South, St. John's (Saville Street) Sess.	400 0 0		
550	Shields, South, St. Stephen's N. 11	568 5 0	246	117 5 4
550	Shields, South, Holy Trinity N. 11	*200 0 0		
	,, ,,	36 10 0	203	101 12 0
550	Shields, South, Union - B. 2	*225 0 0		
	,,	280 0 0	407	192 18 8
542	Shildon - N. 5	*55 0 0		
	,, ,,	115 0 0	99	48 15 0
542	Shildon, New B. 10	256 12 3	152	73 16 6
542	Shildon, Old B. 10	- - -	107	49 16 2
545	Shincliffe - N. 3	82 0 0	121	63 15 4
545	Shincliffe Village - -	86 12 6		
542	South Church N. 5	273 13 0	111	55 10 6
542	South Church B. 10	- - -	121	61 7 4
549	Southwick - N. 11	*150 0 0		
	,, ,,	179 6 10	164	73 17 10
542	Spennymoor N. 2	178 4 0	187	84 8 10
543	Staindrop - N. 4	79 11 6	87	45 5 4
543	Stainton (Barnard Castle) N. 3	- - -	53	21 7 6
541A	Stainton, Great N. 3	63 6 8	26	9 4 6
544	Stanhope, St. John's Chapel Ch.			
551	Stella, St. Cuthbert's or Blaydon N. 5	564 3 0	218	102 10 9
551	Stella - - R. 12	279 0 0	95	47 6 2
541A	Stockton-on-Tees - - B. 11	100 0 0	199	82 4 3
541A	Stockton-on-Tees, Industrial - N. 10	- - -	170	73 17 10
541A	Stockton-on-Tees, St. Thomas', Central - N. 10	303 0 0	222	48 10 8
541A	Stockton-on-Tees, Holy Trinity - N. 10	464 0 0	80 / 56	51 16 4
541B	Stranton, Industrial - N. 11	367 10 0	162	69 15 2
541B	Stranton, New N. 11	- - -	146	55 15 10
549	Sunderland - B.	30 0 0		
549	Sunderland, Gray - - N. 7	*90 0 0		
	,, ,,	1,150 0 0	337	76 4 8
549	Sunderland, Nicholson Street - W. 2	- - -	87	25 9 6
549	Sunderland, St. Mary's - R. 11	- - -	334 / 26	159 8 2
549	Sunderland, Trindon Street - W. 2	- - -	104	39 12 6
549	Sunderland, Whitburn Street - W. 2	- - -	128	54 13 4
542	Sunnyside, Crook - B. 10	- - -	45	20 7 6
545	Tanfield - N. 3	155 7 0	109	54 16 8
545	Tanfield, Infant - N. 3	- - -	75	32 4 4
546	Thornley - N. 6	75 0 0	60	22 4 4
546	Thornley Colliery - - N.			
546	Thornley, St. Godric's - R.			
544	Tow Law - N. 6	407 4 0	143	61 2 4
544	Tow Law - W. 10	- - -	130	59 1 10
545	Tudhoe, Iron Works - W. 10	445 16 0	123	58 2 2
548	Washington - P. 6	357 0 0	101	44 8 2
548	Washington, Chemical Works - Ch. 6	- - -	86	39 9 0
548	Washington, St. Joseph's R. 12	- - -	134 / 41	86 8 0
548	Washington W. 2	- - -	97	41 17 10
549	Wearmouth, Colliery - 7	712 10 0	487 / 32	252 13 8
550	Westoe - P. 5	- - -	96	11 4 1
550	Whitburn - N. 6	396 2 0	91	43 3 10
543	Whorlton - N. 4	- - -	28	12 15 0
545	Willington - N. 5	150 5 0	128	52 19 8
543	Willington Colliery - 2	- - -	115 / 10	40 0 4
551	Winlaton - Ch.			
543	Winston - Ch.			
548	Witton Gilbert - - N. 5	35 0 0	61	8 14 2
544	Wolsingham N. 6	250 0 0	40	19 18 8
544	Wolsingham W. 10	- - -	90	43 17 6
541	Wolviston - N.	*49 0 0		
551	Wreckenton N. 2	232 6 8	106	49 5 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	ESSEX.	£ s. d.		£ s. d.
196	Abridge - N.	52 0 0		
197	Aldborough Hatch - N. 9	- - -	37	6 8 4
205	Aldham - N. 3	30 0 0	26	15 1 6
210	Arkesden - N.	50 0 0		
210	Ashdon - N.	5 0 0		
198	Aveley - - N. 6	122 0 0	74 17	46 16 10
200	Baddow, Great N. 5	*75 0 0	96	57 11 0
209	Bardfield, Great - - B. 5	- - -	109	58 12 4
200	Baddow, Little N. 5	- - -	47 6	29 5 0
197	Barkingside N. 1	100 0 0	83	13 19 5
210	Belchamp, Walter - N.	*35 0 0		
199	Benfleet, North N.	121 4 0		
201	Benfleet, South N.	120 0 0		
203	Bentley, Great N.	145 0 0		
203	Bentley, Little N.	60 0 0		
139	Berden - N. 2	142 0 0	41	17 5 11
199	Billericay - N. 5	114 5 5	72	36 11 4
205	Birch - - N. 3	- - -	138	81 5 2
139	Birchanger - N. 2	- - -	35	11 19 10
211	Birdbrook - N. 2	60 0 0	44	24 9 4
208	Bocking - N. 5	*87 0 0		
	„ „	36 0 0	59	*a*
208	Bocking - B. 10	- - -	81	32 15 0
200	Boreham - N. 5	120 0 0	59	35 3 8
199	Bower's Gifford - - N. 10	142 13 4	29	10 7 2
205	Boxted - N.	*55 0 0		
208	Braintree, Public - B. 10	- - -	249	126 8 10
199	Brentwood, Girls - - N. 5	*50 0 0	60	20 0 0
199	Brentwood, Boys - - N.	*60 0 0		
205	Brightlingsea N.	88 0 0		
205	Brightlingsea W. 3	438 0 0	181	88 15 6
200	Broomfield - B. 3	32 13 4	84	53 10 10
211	Bumpstead, Helion - N. 2	132 5 0	46	26 6 8
211	Bumpstead, Steeple - N. 2	267 14 6	75	42 13 4
199	Burstead, Little Ch. 4	- - -	30	4 13 2
198	Chadwell, St. Mary's - N.	94 0 0		
200	Chelmsford - B.	*300 0 0		
200	Chelmsford, Victoria - N. 5	*350 0 0	222	121 2 8
210	Chesterford, Great - N. 2	267 0 0	122	58 3 6
200	Chignall, St. James' and Mashbury - N. *b*	75 0 0		
195	Chigwell Row N.	*55 0 0		
	„ „ - „	70 0 0		
195	Chigwell Row B.	80 0 0		
199	Childerditch N.	45 0 0		
210	Chrishall - N. 1	- - -	62	36 11 3
203	Clacton, Great N.	180 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
210	Clavering - N.	65 0 0		
210	Clavering - B. *c*	116 13 6		
206	Coggeshall - N. 5	*200 0 0		
	„ - „	184 19 10	154	79 3 6
206	Coggeshall - B.	118 0 0		
204	Colchester, Blue Coat - N. 3	754 0 0	478	256 0 0
204	Colchester, Magdalens St. Branch - N. 3	- - -	120	61 4 0
204	Colchester, St. Peter's (North Hill) - N.	*75 0 0		
	„ - „	22 17 4		
207	Colne-Engaine - N.	60 0 0		
207	Colnes, Earls, United - B. 5	- - -	44	23 14 2
205	Copford - N. 3	72 13 4	30 16	24 3 0
208	Cressing - B. 7	- - -	41	15 12 0
197	Dagenham - N.	*60 0 0		
200	Danbury - N. 5	- - -	44	24 0 0
205	Dedham - N. 4	- - -	119	43 8 6
205	Dedham Heath - Ch.	102 0 0		
202	Dengie - N.	84 7 6		
205	Donyland, East - N. 3	111 10 0	74	34 14 6
209	Dunmow - B. 5	231 3 0	154	62 1 0
209	Dunmow, Great - - Ch. 2	39 0 0	159 15	78 12 10
200	Easter, Good N.	26 0 0		
209	Easter, High N. 5	100 0 0	105 40	80 19 6
139	Elsenham - N. *d*			
195	Epping - - B. 2	132 0 0	66	16 16 6
195	Epping and Coopersale, Girls - - Ch. *d*			
195	Epping and Theydon Garnon, (or Coopersale) N. 6	*42 0 0	173	70 18 3
	„ - „	1,390 0 0		
139	Farnham - Ch. *d*			
206	Feering - N. 4	110 0 0	46 22	21 0 0
208	Finchinfield N. 2	369 0 0	106	50 9 10
194	Forest Gate - N. 7	222 8 4	120	56 5 2
212	Foxearth - P.			
203	Frating - N. 1	- - -	55	9 14 11
200	Galleywood - N. 5	- - -	52	32 9 2
198	Grays - - N. 7	- - -	102	50 14 8
196	Greenstead, East - - N. 3	- - -	62	30 1 4
201	Hadleigh - Ch. 10	171 0 0	63	31 16 4
197	Hainault Forest - - N.	102 0 0		
139	Hallingbury, Little - N.	30 10 0		
207	Halstead - B. 10	345 0 0	179	82 14 8
207	Halstead, St. Andrew's - N. 4	341 5 0	149	81 0 4
207	Halstead, the Howe - - B. 3	- - -	50	26 0 0

a Grant refused under Article 52*d*. *b* School closed. *c* School sold, and part of proceeds, 90*l*. 0*s*. 8*d*., repaid
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
207	Halstead, Trinity - - N. 4	193 7 0	151	77 0 2
207	Halstead, Trinity, Junior Ch. 4	130 0 0	36	17 1 2
194	Ham, West, Girls - - N. 6	- - -	82	47 14 7
194	Ham, West, Model - Ch. 6	969 10 0	303 / 30	178 1 8
194	Ham, West, and Stratford, Boys - B. 7	*125 0 0		
	- - ,,	37 6 8	153	25 0 0
194	Ham," West, and Stratford, Girls and Infants B. 7	265 0 0	221	87 15 6
200	Hanningfield (West) - N. 5	- - -	43	24 11 2
195	Harlow, Potter Street - N. *a*	*25 0 0		
203	Harwich - N. *a*			
209	Hatfield, Broad Oak Ch. 2	199 15 0	111	48 9 4
209	Hatfield Heath - Ch. 3	- - -	49	31 16 9
209	Hatfield Heath - B. 4	- - -	92	44 7 8
197	Havering-atte Bower - N.	*32 0 0		
201	Hawkwell - N.	45 10 0		
207	Hedingham, Sible - - N.	180 0 0		
210	Hempstead - Ch. 2	100 0 0	44	20 19 2
212	Henny, Great and Little - N. 4	106 0 0	48	30 17 8
202	Heybridge, Iron Works - 7	- - -	80	37 4 7
140	Heydon - N. 2	94 2 0	43	20 16 5
137	High Beech - N.	52 0 0		
200	Highwood - N. 5	113 0 0	34	1 10 0
201	Hockley - N.	60 0 0		
197	Hornchurch N. 6	412 4 0	139	78 5 2
199	Horndon, East - - N. 6	*52 0 0	71	39 16 2
198	Horndon-on-the-Hill - N.	100 0 0		
194	Hudson Town N. 6	- - -	195	75 17 6
197	‡Ilford, Great N. *a*			
200	Ingatestone - P.	251 0 0		
206	Kelvedon - N. 5	*61 0 0	80 / 19	43 18 8
206	Kelvedon - B.			
196	Kelvedon-Hatch - N.			
205	Langham, Parish - B.	61 17 6		
210	Langley - Ch.	175 19 0		
202	‡Latchingdon N. *a*			
205	Layer-de-la-Hay - - N.	*50 0 0		
201	Leigh - - N. 10	500 0 0	113	68 4 2
200	Leighs, Great N.	141 0 0		
204	Lexden - N. 3	- - -	87	44 10 8
194	Leyton and Ozler, Charity - - N. 6	- - -	64 / 24	33 11 0

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	ESSEX—*cont.*	£ s. d.		£ s. d.
209	Lindsell - N.	29 0 0		
210	Littlebury, Endowed - N. 2	- - -	74	11 14 0
195	Loughton - N. 7	14 0 0	66	37 13 6
195	Loughton - B. 7	- - -	44	8 1 6
202	Maldon - N. 5	611 0 0	82	46 6 6
203	Manningtree W. 5	228 0 0	121	68 18 4
205	Marks Tey - N.	136 3 9		
205	Mersea, East N.	156 0 0		
205	Mersea, West N.			
203	Mistley Norman - - N. 3	- - -	102	16 10 0
200	Moulsham, St John's - N. 5	240 15 0	119	64 16 1
196	Navestock - N. 6	- - -	71	40 9 2
210	Newport - N.	100 0 0		
202	Norton, Cold N.	20 0 0		
203	Oakley - N.	*30 0 0		
	,, - ,,	83 0 0		
198	Ockenden, South - N. 7	- - -	76 / 16	40 19 10
198	Orsett - N. 6	177 7 6	152	22 10 0
203	Osyth, St. - N.	177 15 0		
195	Parndon, Great - N. 2	*25 0 0	42	23 1 2
208	Pattiswick - N.	*45 0 0		
194	Plaistow - N. 6	*62 0 0		
	,, - ,,	74 13 4	159	37 10 2
194	Plaistow Hall's Ville (late Victoria Dock) - N. 6	1,133 0 0	237 / 13	115 9 2
202	Purleigh - P. 5	- - -	83	32 5 0
210	Radwinter - N.	360 15 0		
210	Rickling - N.	51 11 2		
201	Rochford - B. 10	- - -	63	31 12 0
197	Romford, Endowed - N. 6	*150 0 0		
	,, - ,,	153 12 2	196	57 16 10
197	Romford, St. Andrew's - N. 6	255 11 8	118	52 16 1
197	Romford, Noak Hill - N.	96 0 0		
200	Roxwell, - N. 5	- - -	63 / 16	42 4 2
210	Saffron Walden - - N. 2	222 2 3	135	5 8 0
210	Saffron Walden - - B. 5	62 0 0	200	104 8 0
208	Saling, Great N.	42 0 0		
200	Sandon - N. 5	- - -	39	22 19 10
201	Shoebury-ness - - Ch. 10	- - -	86	39 12 8
194	Silvertown - N. 7			
201	Southchurch N. 6	170 0 0	30	15 10 6
201	Southend - N. 10	- - -	80	30 19 10
202	‡Southminster - - N. *b*			
200	Springfield - N. 5	64 17 0	120	65 6 6
207	Stambourne N.	216 0 0		
196	Stanford Rivers - N. 5	127 0 0	79 / 16	41 7 0
139	Stanstead - B. 4	*30 0 0	70	30 12 8
139	Stanstead, Mountfitchett - N. 2	140 5 0	136 / 30	68 3 0

a Withdrawn from inspection.

b Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
205	Stanway - N. 3	- - -	50	28 6 0
200	Stock and Buttsbury - N.	*90 0 0		
194	Stratford, Ch. Ch. District N. 6	254 10 0	197	94 7 10
194	Stratford, Eastern Counties Railway Mech. Inst. S. 1	- - -	196	86 12 0
194	Stratford, St. John's - N. 6	*250 0 0	271	113 14 2
	" "	78 6 8		
203	Tendring - N.	60 0 0		
195	TheydonBois N.	132 0 0		
207	Tilbury - N. 4	120 0 0	17	9 8 10
202	Tillingham - N. 5	283 10 0	76 / 20	42 16 6
207	Toppesfield - N. 4	426 0 0	57 / 31	34 12 6
197	Upminster - N. 6	75 0 0	43	20 10 8
194	Victoria Docks, Infants -			
194	Victoria Docks, St. Marks Ch. 6	- - -	330 / 17	149 17 6
201	Wakering, Great - N.	50 0 0		
137	Waltham, Abbey - N. 6	- - -	50	28 14 8
137	Waltham Abbey - B.	110 0 0		
200	Waltham, Great - N. 5	279 4 0	55	28 4 2
194	Walthamstow, Chapel End, St. John's - N. 6	*50 0 0	65	38 8 0
194	Walthamstow, St. Mary's - N. 6	- - -	397	174 17 0
194	Wanstead - N. 6	- - -	58	27 9 4
197	Warley, Great Ch. Ch. - N. 5	123 3 10	83	44 0 0
197	Warley, Great, (Lower) - N. 5	105 0 0	28	16 14 4
210	Wendon-Lofts and Elmdon N.	75 0 0		
208	Wethersfield N. 4	145 8 0	92	27 0 0
210	Wicken Bonant - N. *a*	*20 0 0		
196	Willingale - N.	130 10 0		
196	Willingale Doe - N.	*39 0 0		
206	Witham - N. 5	256 7 4	228	132 10 10
206	Witham - B.	*150 0 0		
205	Wivenhoe - N. 3	300 5 0	135	73 8 2
203	Wix - N.	65 0 0		
203	‡Wix - W.			
194	Woodford - N. 6	114 0 0	134 / 12	61 10 4
194	Woodford - B.			
194	Woodford Bridge, Infants - N. *b*			
194	Woodford Bridge, St. Paul's - Ch. 6	404 0 0	59	35 8 6
200	Woodham Ferrers -	106 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
207	Yeldham, Great - N.			
207	Yeldham, Little - N.	133 0 0		
	GLOUCESTER.			
332	Almondsbury N. 4	*80 0 0		
	" - "	91 3 10	80 / 14	38 12 2
332	Almondsbury Patchway Infants -	227 0 0		
332	Alvestone - N. 2	*40 0 0	51 / 15	25 9 4
340	Ampney-Crucis, Endowed - 7	- - -	25	*c*
337	Arlingham, Endowed - N.	91 17 6		
337	Arlingham, Infants - Ch.	100 0 0		
341	‡Arlington - B.			
345	Ashchurch - N.	62 10 0		
336	Ashelworth - N. 4	42 0 0	57 / 8	27 0 0
338	Avening - N. 1	160 0 0	64	26 19 0
334	Awre and Blakeney - N.	115 0 0		
344	Badgworth - N. 5	163 6 6	33	9 10 3
341	Bibury - N. 6	- - -	60 / 18	37 13 10
577	Bicknor, English - - N. 3	*79 0 0	54	22 16 6
343	Bishop's Cleeve - N. 2	135 0 0	75	19 12 10
338	Bisley - N. 11	- - -	32	*c*
327	‡Bitton - N.			
334	Blaisdon - N.	69 0 0		
406	Bourton-on-the-Hill - N. 2	- - -	42	20 0 0
342	Bourton-on-the-Water - N.	152 0 0		
577	Breem - - N. 3	233 15 3	114	36 11 10
576	Briavells, St. P. 3	- - -	42	24 5 7
340	Brimpsfield - N.	37 0 0		
338	Brimscombe N. 11	- - -	99	43 13 10
329	Bristol, Back Fields - W. 3	1,526 0 0	398	127 4 4
329	Bristol, Counterslip - - B. 3	- - -	133	73 14 0
329	Bristol, Deighton Street - R. 6	- - -	90	50 0 0
329	Bristol, Diocesan Trade.			
329	Bristol, Hannah More's N. 11	246 1 8	546	221 17 8
329	Bristol Incorporation, Poor.			
329	Bristol Industrial Training and Reformatory (Hillgrove Street).			

a School pulled down and part of proceeds, 8*l.* repaid 26 July 1856.
b Inspection declined.
c Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, Lewin's Mead - - B. 3	350 0 0	242	109 13 2
329	Bristol, Maudlin Lane, Moravian.			
329	Bristol, Meadow Street, Infants - B. 3	- - -	74	40 1 8
329	Bristol, Park Row, Industrial.			
329	Bristol, Pennywell Lane Industrial Ragged.			
329	Bristol, Red Cross Street B. 3	280 16 8	514 38	281 18 10
329	Bristol, Red Lodge Reformatory.			
329	Bristol, Rosemary Street B. 3	- - -	148	52 10 2
330	Bristol, Montpelier, St. Andrew's - N. 8	158 6 8	57	28 10 6
329	Bristol, St. Augustine's N. 11	321 5 4	231	97 19 10
329	Bristol, St. Clement's - Ch. 11	529 4 0	157	71 19 8
329	Bristol, Brandon Hill, St. George's N. 11	- - -	266	119 19 6
330	‡Bristol, St. George's Ragged.			
329	Bristol St. James', Back Ragged - 3	- -	143 30	43 2 6
329	Bristol, St. James', Infants - Ch. 8	- - -	120	103 14 0
329	Bristol, St. James' and St. Paul's Benevolent Society's - N. 11	200 0 0	244 35	*a*
329	‡Bristol, St. James', Church Steps, Ragged.			
329	Bristol, St. John the Baptist's - P. 8	300 0 0	80	39 2 4
329	Bristol, St. Joseph's - R.			
329	Bristol, St. Jude's - N. 8	948 4 0	83	51 0 0
329	Bristol, St. Luke's, Barton Hill, The Marsh Ch. 11	191 0 0	157	44 17 7
329	Bristol, St. Mary's on the Quay - R. 6	- - -	123	61 8 2
329	Bristol, St. Matthias' on the Weir - N. 8	723 0 0	110	47 5 6
329	Bristol, St. Michael's - N. 8	40 0 0	304	168 7 4
329	Bristol, St. Nicholas' and St. Leonards' - N. 8	1,150 0 0	110	*a*
329	Bristol, St. Nicholas Tolentine - R. 6	- - -	194	110 3 10
329	Bristol, St. Paul's - P. 11	- - -	185	130 6 0
329	Bristol, St. Peter's - N. 8	184 0 0	146	70 4 8
330	Bristol, Bread Street, St. Philip's Ragged.			
330	Bristol, St. Philip and St. Jacob - Ch. 11	1,018 10 0	145	63 0 2
329	Bristol, St. Simon's - N. 11	90 0 0	129	44 15 7
329	Bristol, Trinity, St. Philip's Ragged - 11	- - -	80	17 8 8
342	Broadwell, St. Paul's - Ch.	85 11 6		
336	Brockworth N.	*30 0 0		
338	Bussage - N.	53 0 0		
338	Cainscross - N. 4	*55 0 0		
	" - "	323 8 0	120	63 14 2
333	Cam, Upper N.	*192 0 0		
333	Cambridge - W. 1	- - -	50	27 16 4
406	Campden, Chipping - N. 2	*56 0 0		
	" " "	21 8 0	53 15	25 5 10
340	Cerney, North N. 7	155 9 7	68 20	40 12 8
340	Cerney, South N. 7	- - -	74 12	29 10 0
338	Chalford - N. 1	248 15 2	128 29	36 14 8
344	Charlton King's, (Boys) - Ch. 8	*60 0 0	55	29 12 8
	" " - "	15 10 8		
344	Charlton King's, (Girls) - Ch. 8	- - -	92	44 17 0
344	Charlton King's (Cotham Fields) Ch. 8	- - -	60	29 8 0
162	Chastleton, Hitchman's District - 2	- - -	71 8	37 16 10
344	Cheltenham B. 2	*125 0 0		
	" - "	1,408 16 8	524	248 10 5
344	Cheltenham, Baker Street B. 2	- - -	242 25	103 19 5
344	Cheltenham, Bethesda - W. 2	83 0 0	79	26 19 2
344	Cheltenham, Ch. Ch. - N. 10	- - -	124	61 6 8
344	Cheltenham, Ch. Ch., Infants - - N. 10	- - -	90	57 9 10

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
344	Cheltenham, Highbury - B. 2	1,250 0 0	183	79 9 2
344	Cheltenham, Boys' Model Ch.			
344	Cheltenham, Naunton, Infants - N. 10	141 10 0	72	33 5 8
344	Cheltenham, Old Charity N. 10	180 0 0	91	26 15 0
344	Cheltenham, Ragged Industrial - 2	203 3 9	146	37 7 7
344	Cheltenham, St. Gregory the Great - R. 6	336 1 0	131	60 18 8
344	Cheltenham, St. James - N. 10			
344	Cheltenham, St. John's - N. 10	95 0 0	137	75 16 10
344	Cheltenham, St. Luke's - N. 10	- - -	136	85 9 5
344	Cheltenham, St. Mary's Par. 10	1,272 0 0	244	117 19 10
344	Cheltenham, St. Paul's - N.	106 0 0		
344	Cheltenham, St. Paul's, Boys' and Girls', Girls Practising - 10	700 0 0	193	92 9 2
344	Cheltenham, St. Paul's, Infants - N. 10	250 0 0	108	51 10 0
344	Cheltenham, Holy Trinity, Boys and Girls - N. 10	- - -	183	103 14 6
344	Cheltenham, Holy Trinity, Infants N. 10	- - -	149	65 15 8
389	Childs Wickham - - N. 5	143 15 0	35 34	28 16 8
333	Chipping - N.	*110 0 0		
334	Churcham and Bulley N. 4	358 0 0	47	24 14 4
334	Cinderford, St. John's - N. 3	131 13 4	63	20 17 10
340	Cirencester - B. 1	- - -	56	27 18 6
340	Cirencester, Endowed - Ch. 7	- - -	403 12	121 10 0
577	Clearwell - N. 3	243 5 0	46 16	28 17 10
330	Clifton - N. 9	*400 0 0	272	117 3 1
	„ - „	126 17 0		
330	Clifton - B. 3	*150 0 0	90	41 18 0
330	Clifton, Berkeley Place, Infants - N. 9	189 15 0	87	47 13 6
330	Clifton, Ch. Ch. - - N. 9	- - -	197	85 11 2
330	Clifton, Ch. of the Apostles - - R. *a*			
330	Clifton - U.			
340	Coates - N.	51 0 0		
344	Coberley - Ch. 5	278 8 6	44	21 15 4
577	Coleford - N.	*150 0 0		
577	Coleford - B. 2	- - -	94	31 0 3
341	Coln, St. Aldwyn - - N.	241 0 0		
335	Corse - - N.	70 0 0		
338	Cranham - N.	35 0 0		
332	Cromhall, Industrial - N. 2	- - -	41	16 11 2
332	Cromhall, Middle - *b*			
577	Dean Forest (Berry Hill) Ch. Ch. - N. 3	265 3 4	82 12	47 18 10
577	Dean Forest, Ch. Ch. Jubilee - - N. 3	187 0 0	89 15	51 13 6
334	Dean Forest, St. Paul's, Park End - N.	155 0 0		
334	Dean Forest, St. Paul's Oldcroft and Slade Middle - N.	177 5 0		
334	Dean Forest, Holy Trinity - - N.	*c* 80 0 0		
334	Dean Forest, Holy Trinity, Drybrook - N. 3	150 0 0	184	88 12 2
334	Dean Forest, Viney Hill, and Blakeney Woodside, Infants' - Ch.	142 10 0		
334	Dean, Little N. 3	200 0 0		
345	Deerhurst - N. 3	255 0 0	35	14 1 2
341	Dowdeswell Ch. 2	- - -	34	14 8 6
338	Downend - N. 5	*150 0 0		
	„ - „	42 10 0	90	38 5 0
343	Dumbleton, Day - - 3	- - -	72 9	39 6 6
340	Duntisbourne Abbots - N.	35 0 0		
329	Durdham-Down, St. John's - N. 9	545 0 0	117 12	52 11 6
333	Dursley - N. 2	*200 0 0		
	„ - „	91 15 6	89 20	22 18 4
337	Eastington, Parish - N. 1	495 0 0	81 80	61 15 8
337	Eastington - W. 1	- - -	67	36 9 0
341	Eastleach Martin and Eastleach Turville - Ch. 6	160 12 6	104 13	55 16 2
330	Easton, Lower, St. Mark's - N.	39 9 0		
338	Ebley - - B.	467 0 0		
340	Fairford, Endowed - N. 6	86 10 0	176	20 0 0
345	Forthampton N. 3	- -	56 15	27 17 2

a School closed. *b* Removed from inspection. *c* Used only as Sunday school.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
337	Framilode - N. 5	158 15 9	82	40 11 10
337	Framilode - B. 1	- - -	52	27 4 8
331	Frampton Cotterell - N. 4	380 0 0	109	57 3 2
331	Frampton Cotterell - B. 3	189 0 0	117	54 3 0
337	Frampton-on-Severn - N. 5	89 0 0	93	49 1 10
337	Fretherne - N.	*33 0 0		
330	George's, St., Mixed - N. 8	287 0 0	216	93 9 6
330	George's, St., Infants - N.	130 0 0		
336	Gloucester - N. 9	- - -	150	64 10 4
336	Gloucester - B. 2	515 9 10	402	175 12 1
329	Gloucester, Bristol, and Oxford Practising - 1	- - -	136	63 12 0
336	Gloucester, Ch. Ch. - N. 9	- - -	91	37 18 5
336	Gloucester, Deacon St.	70 0 0		
336	Gloucester, St. Catherines' - N.	*100 0 0		
336	Gloucester, St. James' - N. 9	565 0 0	306	122 8 4
336	Gloucester, St. John's - N.	125 5 0		
336	Gloucester, St. Mark's, Kingsholme N. 9	109 0 0	153	55 17 8
336	Gloucester, St. Mary-de-Lode, and St. Catherine - - N. 9	- - -	67	22 9 4
336	Gloucester, St. Michael's N. 9	230 0 0	93	39 11 6
336	Gloucester, St. Nicholas N. 9	- - -	140	34 8 3
336	Gloucester - W. 2	- - -	112	31 12 1
343	Gretton - N. 5	- - -	32	14 5 0
335	Hatfield (Dymock) - N.	- - -	55	28 1 6
327	Hanham - N. 5	*100 0 0		
	" - "	203 18 0	208	112 17 8
327	Hanham - W. 3	- - -	131	77 13 4
337	Hardwick, Reformatory -			
336	Hatherley Down - N. 5	- - -	34	19 9 6
340	Hathrop Memorial - Ch. 6	- - -	36	7 17 2
331	Hawkesbury N. 11	179 11 4	71	31 15 8
334	‡Hawthorne Ch. *a*			
336	Highnam - N. 1	- - -	40	20 12 4
330	Horfield - N.	*41 0 0		
330	Horfield, Edmond's Trust - Ch. 8	178 0 0	42	16 17 2
338	Horsley - Ch. 11	30 0 0	76	25 0 0
338	Horsley W. 1	- - -	50	20 7 2
331	Horton - Ch.	270 0 0		
336	Hucclecote - N. 1	- - -	20	5 4 0
334	Huntley - Ch. 4	- - -	80	31 19 8
345	Kemerton - N. 3	60 0 0	57	19 6 8
345	Kemerton, St. Benet's R. 6	52 10 0	30	7 18 2
330	Kingsdown, St. Matthew's - N. 8	401 5 0	199	76 0 6
338	Kings Stanley - - N. 11	- - -	98	75 8 7
			15	
338	Kings Stanley - - B. 1	- - -	75	39 12 0
333	Kingswood - N. *b*	*75 0 0		
333	Kingswood Reformatory.			
333	Kingswood Hill - - B. 3	- - -	83	51 0 10
333	Kingswood Hill - - W. 3	- - -	245	133 16 6
			14	
333	Kingswood (Wotton-under-Edge) - B. 2	- - -	64	24 6 10
344	Leckhampton - - N. 2	216 10 0	75	41 16 4
344	Leckhampton, St. Philip's - N. 2	- - -	166	82 15 2
122	Lechlade - N.	*60 0 0		
345	Leigh - - N.	162 0 0		
337	Longney - N.	137 15 1		
577	Lydbrook - Ch. 3	77 4 0	86	39 2 4
336	Maisemore - N. 1	168 0 0	39	19 4 4
331	Marshfield - N. 11	- - -	56	*c*
404	Marston Sicca - - N.	113 0 0		
334	Micheldean Free - - N.			
338	Minchinhampton - B. 1	- - -	57	5 4 2
			19	
338	Minchinhampton - P. 1	- - -	126	59 18 4
334	Minsterworth N. 11	- - -	46	29 4 8
338	Miserden - N.	35 0 0		
406	Moreton-in-the-Marsh Ch. 2	- - -	144	16 17 6
406	Moreton-in-the-Marsh - B. 2	- - -	88	35 4 5
			18	
338	Nailsworth - N.	250 0 0		
338	Nailsworth - B. 1	*100 0 0	74	44 17 7
			57	
335	Newent - N. 4	368 0 0	150	97 3 4
			47	
577	Newland - N. 3	77 17 0	76	37 14 8
334	Newnham - N. 3	*50 0 0	73	46 3 10
333	Nympsfield Ch. 12	- - -	43	12 2 9
			23	
338	Oakridge - P. 4	- - -	51	39 14 10
			29	
342	Oddington - N. 2	132 1 6	38	20 1 0
332	Oldbury-on-Severn - N. 4	170 8 0	62	41 6 4
			13	
327	Oldland - N. 4	*100 0 0	93	51 19 4
	" - "	134 3 4		
327	Oldland Common - B. 3	- - -	197	88 18 0
332	Olveston and Elbarton - N. 1	*75 0 0	83	32 14 4
			8	

a School pulled down. *b* Inspection declined. *c* Grant refused under Article 52*d*.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
332	Olveston, Infant - - N.	130 0 0		
338	Painswick and Ryl United N. & Ind. 1	503 9 11	152 / 20	67 17 10
338	Painswick, The Slad, Holy Trinity - - N.	*53 0 0		
335	Pauntley - N. 4	- - -	80	40 17 4
344	Prestbury - N. 2	*50 0 0	69	24 9 6
	" - "	75 12 0		
331	Pucklechurch N. 5	60 0 0	63	6 10 2
336	Quedgeley - N. 4	- - -	52	29 0 0
338	Randwick - N. 2	163 0 0	72	9 18 8
577	Redbrook - Ch. 3	- - -	35	6 10 5
342	Risington, Great - N.	41 0 0		
342	Risington, Little - N.	50 0 0		
338	Rodborough, King's Court B.	*70 0 0		
336	Sandhurst - N.	106 0 0		
338	Selsley Ch. 11			
341	Sevenhampton - - N.			
339	Shipton Moyne N. 11	60 0 0	61	26 17 8
330	Shirehampton N. 5	87 8 8	79	48 4 2
340	Siddington - N. 7	- - -	36	14 5 10
327	Siston - - N.	*75 0 0		
331	Sodbury, Chipping - N.	125 0 0		
331	Sodbury, Old N.	*50 0 0		
341	Southrop Ch. 6	- - -	53	11 7 2
337	Standish - N. 5	- - -	22	3 7 11
338	Stanley, St. Leonard's - N. 11	- - -	70	18 19 0
343	Stanton - N.	204 8 0		
343	Stanway Ch. 5	- - -	34	14 6 6
330	Stapleton, Dr. Bell's - N. 5	243 15 0	89	40 0 0
330	Stoke, Bishop N. 4	- - -	38	22 10 0
345	Stoke, Orchard N.	45 0 0		
342	Stow-on-the-Wold, Endowed - N. 2	215 0 0	147	60 17 6
340	Stratton Ch. 7	202 0 0	69	38 19 2
338	Stroud - - N. 2	*100 0 0		
	" "	437 0 0	199	77 12 3
338	Stroud - - B. 1	*150 0 0		
	" "	43 10 0	221 / 26	121 0 2
342	Swell, Lower N.			
339	Tetbury - N. 2	*145 0 0		
	" "	196 13 4	381	134 19 1
345	Tewkesbury N. 9	300 0 0	227	112 16 0
345	Tewkesbury B. 2	83 12 10	57	12 6 10
345	Tewkesbury, Trinity, Infants - - N. 9	- - -	120	36 17 6
332	Thornbury N. and Indust. 4	*130 0 0		
	" "	355 12 6	118 / 27	69 3 4
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
576	Tidenham - N. 3	60 0 0	40	25 1 6
345	Tirley - - N.	35 0 0		
331	Tormarton - N. 5	71 0 0	43	24 16 0
332	Tortworth - B. 2	- - -	99 / 6	41 19 9
576	Tutshill - N. 3	- - -	36	20 14 10
336	Twigworth (St. Matthew's) - N. 5	13 0 0	52	22 10 0
345	Twining - N.	64 0 0		
330	Two Mile Hill, St. Michael's N. 8	36 7 6	89	30 1 10
333	Uley - - N. 12	184 0 0	138	35 8 0
335	Upleadon - N. 4	- - -	30	16 8 6
336	Upton, St. Leonard's - N. 4	- - -	115	29 4 0
327	Warmley - N. 5	- - -	62	19 8 7
340	Watermoor, Trinity - N. 7	577 4 0	88	45 14 4
334	Westbury-on-Severn - N.	80 0 0		
330	Westbury-on-Trym (Girls) N. 4	171 6 8	41	21 0 0
330	Westbury-on-Trym, Edmund's Endowed - N. 4	- - -	62	*a*
330	Westbury-on-Trym, Infant's - N. 4	8 10 0	50	25 16 4
331	Westerleigh N. 4	122 12 2	30	12 13 9
389	Weston Sub-Edge - - N.			
338	Whiteshill - N. 2	518 9 0	94	58 13 4
337	Whitminster or Wheatenhurst - Ch. 5	116 10 0	60	13 15 10
331	Wickwar Ch. 2	- - -	29	38 0 0
343	Winchcombe N. 5	- - -	141 / 28	76 15 4
340	Winstone - N.	*26 0 0		
330	Winterbourne N. 4	- - -	56	27 3 6
341	Withington N. 2	273 0 0	47	12 0 4
576	Woolastone Ch. 3	197 7 6	60	27 2 0
333	Wotton-under-Edge - - N. 12	- - -	59	22 6 4
333	Wotton-under-Edge - - B. 2	*15 0 0	192	89 13 5
331	Yate - - N. 11	105 0 0	76	41 16 8
	HAMPSHIRE.			
118	Abbot's Ann N. 7	- - -	102 / 10	40 10 0
40	Aldershot - N. 4	387 0 0	121	50 7 6
113	Alresford, New N. 3	*80 0 0	86	39 19 8
113	Alresford, Old N. 3	- - -	71	38 7 2
113	Alresford - B. 5	19 0 0	43	24 19 2
113	Alresford, Royal Patriotic Asylum - - 3			
113	Alresford, the Grange N. 3			
114	Alton - - N. 2	289 10 4	209 / 29	85 3 0

a Grant refused under Art. 52*d*.

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	HANTS—*cont.*	£ s. d.		£ s. d.
114	Alton, Boys - B.	- - -	61 15	37 13 6
114	Alton, Messrs. Crowley's, Girls - - B. 5	- - -	98	54 14 4
97	Alverstoke - N. 2	279 12 6	204	90 1 0
97	Alverstoke, New Town, Infants - N. 2	264 12 0	80	36 17 10
118	Andover - N. 7	910 0 0	130	51 12 8
118	Andover- - B. 5	*170 0 0		
	,, ,,	61 15 0	180	136 0 9
99	Arreton - N. 10	- - -	69	21 15 0
100	Baddesley, South - Ch. 2	- - -	44	24 1 8
116	Basingstoke B. 5	- - -	180	105 4 0
116	Basingstoke U.			
119	Baughurst - N.	75 0 0		
104	Beechwood - N. 11	- - -	50	23 4 0
104	Beechwood - B.			
114	Bentley - N. 5	100 0 0	98	56 12 6
113	Bighton - N. 3	- - -	30 19	17 15 8
99	Binstead - N. 10	198 17 6	54 8	31 1 0
109	Bishopstoke N. 6	108 0 0	64	31 17 0
106	Bitterne - N. 11	414 0 0	133	74 13 0
106	Bitterne, Infant - Ch. 11	- - -	65	25 0 10
111	Blendworth N.	8 18 0		
100	Boldre, East N. 10	72 0 0		
106	Botley - - N. 3	262 0 0	80 23	38 18 0
106	Botley, Hedge End - - N. 3	134 15 0	41	21 13 0
117	Bourne, St. Mary's- - N. 7	483 0 0	93	44 8 10
101	Bournemouth B. 5	- - -	55	10 1 10
101	Bournemouth N. 5	- - -	90 21	47 10 0
99	Brading - N. 5	136 0 0	88 11	48 0 0
99	Brading - B.	291 0 0		
116	Bramley - P. 12	- - -	54	19 19 10
104	Bramshaw - N. 3	- - -	75 27	43 1 0
104	Bramshaw-Fritham - Ch.	37 10 0		
101	Bransgore - N.	50 0 0		
99	Brixton (Isle of Wight) - N. 10	*80 0 0	68	4 10 0
	,, ,, ,,	47 7 0		
100	Brockenhurst N. 5	387 12 0	90 21	50 9 10
108	Broughton - N.	*20 0 0		
108	Broughton cum Bossington N. 7	- - -	92	8 13 7
112	Buriton - N. 1	- - -	29	13 16 0
102	Burley - N. *a*	45 0 0		
102	Burley-Ville, Daily - Ch. 5	228 0 0	67	37 15 6
106	Bursledon - N. 3	*48 0 0	59 6	32 6 8
99	Calbourne (Isle of Wight) - N. 10	*60 0 0		
	,, ,, ,,	55 10 0	32	18 13 0
	HANTS—*cont.*	£ s. d.		£ s. d.
113	Candover (Brown) N. 3	- - -	50	8 11 1
99	Carisbrooke (I. of Wight) - N. 10	72 1 0	69	35 3 10
111	Catherington N. 1	80 0 0	37	17 15 6
114	Chawton - N. 2	- - -	56	26 19 10
118	Chilbolton - N.	35 0 0		
99	Chillerton - N. 10	- - -	43	23 3 2
101	Christ Church N. 5	- - -	234	122 4 6
101	Christ Church U.			
115	Church Crookham, or Crookham Crondall N. 4	176 13 0	97	44 18 7
116	Church Oakley N. 12	- - -	64	25 14 8
109	Colden Common - - N. 7	97 0 0	38	18 7 4
112	Colmer and Pryor's Dean N. 1	38 0 0	14	7 7 2
109	Compton - N.	20 0 0		
99	Cowes, East N. 10	*75 0 0		
	,, ,, ,,	594 0 0	222	96 19 4
99	Cowes, West N. 10	617 0 0	223 37	133 11 10
99	Cowes, West B.	*80 0 0		
109	Crawley - P. 6	26 0 0	55	27 16 10
115	Crondall - N. 5	*52 0 0	127	43 10 10
115	Crondall, Girls N. *b*			
119	Crux Easton N.	60 0 0		
110	Curdridge - N.	*30 0 0		
107	Dean, East - N. 6	107 0 0	39	19 15 0
104	Dibden - N. 11	- - -	30	10 8 11
110	Droxford - N. 4	- - -	48	24 3 8
116	Dummer - N.	20 0 0		
110	Durley - N. 4	- - -	36	18 15 0
109	Easton - N.			
104	Eling, North N. 11	125 0 0	106 20	58 14 4
109	Eling (Rumbridge Street) N. 11	145 0 0	139	39 18 8
97	Elson - - N. 2	234 16 0	120	53 14 0
115	Elvetham (Lord Calthorpe's).			
104	Emery Down N.	96 0 0		
112	Empshott - N.	31 10 0		
104	†Exbury - N.			
98	Fareham - N. 3	5 18 0	207	87 10 8
98	Fareham - B.	*80 0 0		
98	Fareham (Crocker Hill) National and Evening - *a*	61 0 0		
98	Fareham, Funtley Branch N.			
98	Fareham, Infants - - N.	100 0 0		
114	Farringdon (nr. Alton) N. 2	- - -	61	30 4 0
104	Fawley - N. 11	- - -	76 6	37 6 8

a School closed.

b Now incorporated with Crondall N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	HANTS—*cont.*	£ s. d.		£ s. d.
115	Fleet - - Ch. 4	- - -	23	2 17 8
103	Fordingbridge N. 5	*115 0 0	103	55 5 2
			31	
103	Fordingbridge B. 5	- - -	90	42 4 2
96	Fratton - N.	*62 10 0		
106	Freemantle Ch. 11	740 0 0	234	122 19 10
99	Freshwater - N. 5	180 0 0	110	40 0 0
99	Godshill - P. 10	- - -	66	30 13 9
			5	
97	Gosport, St. Matthew's N. 2	400 0 0	330	159 19 6
97	Gosport (Preparatory) - N. *a*			
97	Gosport, Royal B. 5	- - -	139	63 0 8
97	Gosport, Holy Trinity - Ch. 2	47 10 0	33	19 5 4
118	Grateley - Ch.	40 0 0		
110	Hambledon N. 4	226 0 0	76	33 1 4
106	Hamble-le-Rice N.	53 0 0		
	Hampshire Reformatory.			
119	Hannington N.	60 0 0		
116	Hartley Wespall - - Ch. 12	- - -	63	33 15 6
115	Hartley Wintney - Ch. 4	75 16 4	140	27 12 6
95	Havant - B. *b*	*75 0 0		
95	Havant and Bedhampton N. 7	98 4 6	107	46 11 2
112	Hawkley - Ch.			
41	Hawley - N.	*50 0 0		
95	Hayling - Ch. 7	- - -	76	39 3 0
41	Headley - N.	*42 0 0		
41	Headley Endowed - - 1	22 0 0	71	19 2 8
99	Helen's, St. - N.	333 18 0		
101	Holdenhurst N. 5	45 0 0		
98	Hook - - N. 4	135 3 8	47	26 17 0
100	Hordle - N. 2	348 18 3	68	28 13 8
111	Horndean - Ch. 1	271 0 0	58	30 1 10
109	Hursley - N. 6	- - -	32	19 9 4
117	Hurstbourne Priors (Earl of Portsmouth's) - 7	- - -	88	49 1 10
			13	
118	Hurstbourne Tarrant - N.	150 0 0		
103	Hyde (Fordingbridge) N. 5	- - -	78	36 15 6
119	Kingsclere, Free, Boys, Ch. 7	279 4 0	61	23 7 4
119	‡Kingsclere, Girls - - N.			
119	Kingsclere, Woodlands Ch. 10	117 13 6	51	21 13 1
41	Kingsley - N.	73 0 0		
108	King's Somborne - N. 7	481 9 8	78	55 8 10
96	Kingston Cross, School of Industry - N.	*62 10 0		
109	Kingsworthy N. 6	294 0 0	37	18 1 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	HANTS—*cont.*	£ s. d.		£ s. d.
96	Landport - W. 5	- - -	377	50 17 6
117	Laverstoke Ch. 7			
104	Longdown - N.	170 0 0		
108	Longstock - N.			
100	Lymington - N. 2	*150 0 0	102	35 6 11
100	Lymington - B. 5	- - -	161	75 10 4
104	Lyndhurst - N. 2	325 6 0	144	59 17 8
			18	
112	Lyss - - N.	*30 0 0		
116	Mapledurwell N.	42 10 0		
109	Martyr-Worthy N. 6	170 0 0	22	9 16 8
114	Medsted - N. 2	54 0 0	42	17 2 7
112	Meon, East N. 1	223 8 9	101	52 13 2
			22	
110	Meonstoke - N. 4	45 0 0	38	17 4 6
110	Meon, West N. 1	229 10 0	110	58 4 2
100	Milford - N. 2	52 15 0	77	36 12 10
106	Millbrook Ch. 11	- - -	95	43 13 8
100	Milton - N.	*50 0 0		
	„ - „	41 16 0		
101	Moordown - N. 5	- - -	51	21 11 7
126	Mortimer, West End - - Ch. 12	- - -	32	*c*
104	Netley, St. Matthew's N. 11	124 0 0	59	25 0 0
99	Newport - N. 10	47 5 6	182	96 13 0
99	Newport - B.	*100 0 0		
	„ - „	100 0 0		
110	Newtown - N. 4	19 16 5	45	24 12 2
			12	
114	Newton Valence, Infant - - N. *c*			
99	Niton (I. of Wight).			
105	Northam (Ch. Ch.) Day - N. 9	800 0 0		
99	Northwood - N. 10	- - -	71	42 10 0
99	Oakfield, St. John's - N. 10	387 5 0	145	68 17 10
115	Odiham - N. 4	*120 0 0		
	„ - „	46 0 8	174	84 19 2
117	Overton - N. 4	*77 0 0		
	„ - „	306 0 0		
109	Owlesbury - N.	34 0 0		
101	Parley, East (St. Barnabas) - N. 5	- - -	42	16 17 5
			20	
112	Petersfield - N. 1	*126 0 0	167	78 17 4
	„ - „	847 0 0		
112	Petersfield - B. 5	- - -	117	60 19 0
101	Pokesdown - N. 5	- - -	40	20 10 7
			11	
98	Porchester - N.			
96	Portsea, All Saints' - N. 7	321 10 0	458	208 18 8
96	Portsea, Beneficial Society's 7	*140 0 0	275	133 11 2
96	Portsea, Free N.	503 0 0		
96	Portsea Island U.			
96	‡Portsea - R.			
96	Portsea, St. John's, Infants - - N. 7	- - -	76	34 8 10

a Removed from inspection. *b* School closed. *c* Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	HAMPSHIRE—*cont.*	£ s. d.		£ s. d.
96	Portsea Town, St. John's and Trinity, N. 7	483 6 8	105	44 8 4
96	Portsea Town, Trinity - N. 7	- - -	76	24 19 4
96	Portsmouth N. 7	100 0 0	253	118 5 6
96	Portsmouth, Royal Victoria, Infants - - -	123 0 0		
116	Preston Candover - - N. 3	- - -	49	13 11 11
106	Redbridge (Millbrook), - Ch. 11	- - -	62	31 3 2
95	Redhill, St. John's - N.	108 0 0		
102	Ringwood - N. 5	485 0 0	219 25	78 10 4
107	Romsey - N. 6	95 15 6	302 50	162 6 10
107	Romsey - B. 5	443 10 0	271	139 11 8
107	Rownhams - N. 11	- - -	58	28 1 8
99	Ryde - - N. 10	936 13 4	157	71 15 2
99	Ryde - - B. 5	207 0 0	35	4 16 0
99	Ryde, Trinity N. 10	- - -	57	27 8 0
99	Sandown - N. 5	590 0 0	117	54 16 0
98	Sarisbury, St. Paul's - N. 3	62 0 0	51	28 18 3
114	Selborne - N. 2	73 0 0	55	8 19 4
99	Shalfleet - Ch. 5	117 0 0	45	20 6 4
116	Sherborne, St. John's - Ch. 12	- - -	39	18 12 0
107	Sherfield, English - N.	60 0 0		
110	Shidfield - N.	114 0 0		
106	Shirley - N. 11	- - -	254	110 14 2
106	Sholing Common - - N. 11	- - -	94 27	51 10 6
110	Soberton - N. 4	- - -	40	28 8 4
105	Southampton, All Saints' N. 9	565 0 0	225	101 1 6
105	Southampton, Bedford Place N.	*100 0 0		
105	Southampton B.	*215 0 0		
105	Southampton, Charlotte Place - - N.	300 0 0		
105	Southampton, Holy Rood N. 9	206 0 0	97	32 3 4
105	Southampton, Incorporation of the Poor U.			
105	Southampton, St. George's Place (Houndwell) Ragged -	268 15 0		
105	Southampton, St. James - N. 9	- - -	98	43 19 10
105	Southampton, St. Luke's, New Town District - N. 9	- - -	199	96 10 8
105	Southampton, St. Mary's, Crabniton District - N. 9	745 0 0	104	44 1 10
105	Southampton, St. Mary's, Grove St. - N. 9	559 0 0	427	195 11
105	Southampton, St. Mary's, Extra, (Pear Tree Green) N.	311 0 0		
105	Southampton, St. Michael's N.	371 5 0		
105	Southampton, St. Paul's - N. 9	- - -	40	19 14
105	Southampton, St. Peter's - Ch. 9	- - -	88	40 19
105	Southampton, Holy Trinity, District - N. 9	748 10 0	242	102 14
105	Southampton W. 5	- - -	97	44 0
96	Southsea, St. Jude's - N. 7	390 0 0	208	90 13
96	Southsea, St. Paul's - N. 7	366 10 0	225	100 4
109	Sparsholt - N.	32 0 0		
112	Steep - - N.	45 0 0		
108	Stockbridge, Day and Evening - N. 7	- - -	139 15	59 9
106	Stoneham, South, Portswood and Highfield - N. 11	268 13 8	135	64 12
113	Sutton Bishop N.	294 6 0		
41	Sutton Long N.	66 0 0		
110	Swanmore - N. 4	226 17 6	78	40 8
100	Sway - - N.	50 0 0		
107	Timsbury - N.	53 0 0		
114	Tisted, East N. 2	- - -	43 12	12 7
113	Titchborne - N. 3	45 0 0	39	4 3
98	Titchfield - N.			
104	Totton - - B. 5	*50 0 0	64	29 8
109	Twyford - N. 6	430 0 0	74 24	33 11
108	Tytherley, East, Endowed - Ch. 7	- - -	75 24	18 15
108	Tytherley, West - - N. 7	- - -	77 24	44 17
110	Upham - N. 4	47 0 0	47 10	21 6
99	Ventnor - N. 5	939 12 0	348 30	180 6
108	Wallop, Nether - - N.	*46 0 0		
108	Wallop, Over Ch. 7	- - -	53	13 8
110	Waltham, Bishop's - N. 4	- - -	141	56 17
116	Waltham, North - N.	35 0 0		
95	Warblington and Emsworth - N. 7	*126 0 0	152	70 8
	" - "	129 0 0		
95	Warblington and Emsworth Infant - - N.	95 0 0		

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	HAMPSHIRE—*cont.*	£ s. d.		£ s. d.
110	Warnford Park - N. 1	- - -	47	22 6 6
107	Wellow - N. *a*			
106	Westend, St. James' - N. 11	*72 0 0	84	40 15 0
118	Weyhill - Ch. 7	102 5 0	41	19 16 2
99	Whippingham - N. 10	106 0 0	69	36 12 8
117	Whitchurch N. 7	282 0 0	101	48 3 2
117	Whitchurch W. *b*			
99	Whitwell - N. 5	- - -	30	8 5 11
98	Wickham - N. 3	- - -	60	33 7 10
99	Wight, Isle of U.			
109	Winchester, Central - N. 6	- - -	238	116 12 10
109	Winchester, Hyde, St. Bartholomew's - N. 6	141 8 6	115	57 6 8
109	Winchester, St. John's - N. 6	376 0 0	97	37 12 6
109	Winchester, St. Michael's, Practising N. 6	443 19 8	73	14 8 8
109	Winchester, St. Peter's (Cheesehill) N. 6	125 0 0	38	13 4 0
109	Winchester, St. Thomas' N. 6	200 0 0	107	39 15 2
109	Winchester, Trinity - N. 6	303 16 6	156	71 5 2
115	Winchfield - Ch.	122 15 0		
109	Wonston - P. 6	- - -	79	41 12 6
119	Woodhay, East - N. 7	*50 0 0	68	41 0 8
	„ - „	46 0 0		
119	Woolton Hill N. 7	90 10 0	79 13	45 6 10
116	Worting - N. 12	- - -	73	35 16 6
98	Wymering and Widley N. 3	130 0 0	135	66 9 4
99	Yarmouth (Isle of Wight) - N. 5	438 0 0	138 8	69 13 4
41	Yateley - N. 4	- - -	63 9	8 8 1
	HEREFORDSHIRE.			
349	Almeley - N. 3	5 0 0	42	19 8 8
346	Ashperton and Canon Frome - N. 3	188 0 0	64	30 18 0
347	‡Ballingham N.			
348	Belmont, St. Michael's - R. 7	- - -	28	8 14 2
348	Birch, Little Ch. 2	- - -	43	30 5 6
347	Bishopswood N. 5	- - -	33	11 4 10
346	Bosbury, Boys' - N. 5			*c*
346	Bosbury, Girls' - N. 5	118 10 0	31	18 5 0
347	Brampton Abbots - Ch.	100 0 0		
604	Brampton Brian - N. 4	- - -	70	33 12 0
	HEREFORD—*cont.*	£ s. d.		£ s. d.
347	Bridstow - N. 5	90 0 0	26	12 17 2
385	Brimfield - N.	263 10 0		
350	Bromyard - N. 5	254 0 0	87	33 7 10
350	Bromyard, Infants - N.	28 6 8		
350	Bromyard - B. 1	- - -	45	12 11 0
347	Caple, King's N.	35 0 0		
348	Clehonger - Ch. 6	- - -	40	*c*
602	Clifford, Endowed - N.	*50 0 0		
	„ - „	20 15 4		
350	Cowarne, Central - N. 5	370 0 0	38	12 14 6
350	Cradley - N. 5	285 15 0	82	31 12 3
351	Croft and Yarpole - N.			
349	Dilwyn - N. 5	137 0 0	58	25 0 0
348	Dynedor - N.	*35 0 0		
603	Eardisley - N. 3	256 0 0	70 26	48 12 2
346	Eastnor - P. 2	- - -	51	22 3 8
348	Eaton-Bishop N. 2	110 0 0	27	9 16 8
348	Ewyas Harold - N.	56 0 0		
350	Frome, Bishop N. 4	170 0 0	69	31 15 0
347	Goodrich - N. 5	373 14 0	46	11 12 1
347	Hentland and Hoarwithy P. 5	- - -	40	25 0 0
348	Hereford, Blue Coat - N. 6	87 0 0	194	61 16 8
348	Hereford, St. Martin's - N. 2	438 0 0	83	26 19 9
348	Hereford, St. Nicholas' - N. 6	- - -	110	28 13 4
348	Hereford, St. Peter's - N.	*290 0 0		
	„ - „	58 0 0		
348	Hereford, Scudamore's Charity - N. 6	556 0 0	191	81 12 2
348	Holmer - N. 2	208 0 0	79	6 10 3
351	Hope, Upper Hill - - N.	225 16 1		
351	Ivington, St. John's - N. 2	80 5 0	31	11 10 7
348	Kentchurch, Endowed - N.	45 0 0		
351	Kingsland - N.	75 0 0		
348	Kingston and Thruxton - N. 3	90 0 0	39	13 9 7
603	Kington - N. 4	*150 0 0	145	35 12 10
349	Kinnersley - Ch.	88 0 0		
346	Ledbury - N. 6	117 10 0	99	40 10 0
352	Leintwardine, Endowed - N. 4	313 4 4	96	44 0 0
351	Leominster - N. 3	906 0 0	162	16 17 4
351	Leominster, Boys' - B. 1	- - -	147	22 19 8
351	Leominster, Girls' - B. 1	- - -		11 18 5
347	Llangarren - Ch. 4	147 0 6	19	1 19 6
347	Llanwarne - Ch.	183 0 0		
348	Lugwardine Ch. 2	- - -	59 17	23 16 1
603	Lyonshall - P. 1	- - -	32	10 3 8
348	Madley - N. 3	202 5 0	48	26 5 0

a Removed from inspection. *b* No school for some years. *c* Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	HEREFORD—*cont.*	£ s. d.		£ s. d.
603	Mahollen - 1	- - -	34	15 14 0
349	Mansel-Lacey N.	172 5 0		
346	Marcle (Much) - N. 5	237 0 0	66	36 5 6
351	Monkland - N.	108 0 0		
348	Mordiford - Ch. 3	- - -	34	17 6 4
348	Much Dewchurch - N. 2	- - -	24	17 9 3
348	Orcop - - N. 11	288 0 0	27	5 17 0
351	Orleton - N.	312 0 0		
603	Pembridge - N.	373 18 0		
385	Rochford - N.	89 0 0		
347	Ross and Archenfield (Royal Victoria) - B. 1	*200 0 0		
	- „	368 10 0	173	56 19 8
351	Stoke Prior - N.	50 5 0		
348	Stretton Sugwas - - N. 2	230 18 0	43	14 1 4
347	Upton, Bishop N. 2	- - -	35	28 13 0
349	Weobley - N. 5	269 0 0	63 / 9	31 6 8
347	Weonard's, St. - - N.	82 0 0		
350	Whitbourne Ch.	164 0 0		
577	Whitchurch N. 5	318 0 0	41	19 13 4
602	Whitney - N.	42 0 0		
602	Wigmore - N. 4	185 0 0	27	9 4 4
348	Wormbridge N. 2	- - -	28	11 3 11
	HERTFORDSHIRE.			
144	Alban's, St. - N.	*50 0 0		
	- „	79 0 0		
144	Alban's, St. - B. 2	- - -	81	37 18 8
144	Alban's, St., Ch. Ch. (Infants) - 2	- - -	87	32 18 8
144	Alban's, St., St. Michael's, Infants - N. 2	- - -	68	26 12 8
144	Alban's, St., St. Peter's - Ch. 2	168 0 0	134	46 12 0
139	Albury - Ch. 3	- - -	58	17 4 7
138	Amwell, Great N. 7	24 13 4	47	20 16 8
140	Anstey - N.	111 4 0		
140	Ardeley - N. 4	*40 0 0		
	- „	234 0 0	58	17 4 8
140	Ashwell (New) N. 3	- - -	47	16 16 0
140	Aspeden, Endowed - N. 6	61 15 11	59	15 18 11
141	Baldock - N.	*200 0 0		
141	Baldock - B. 3	*60 0 0		
	„ - „	46 0 0	68	37 16 6
136	Barham Wood - B.			
140	Barley - - N. 4	- - -	90	43 11 0
136	Barnet, Chipping - - N.	60 0 0		
142	Bayford - N. 6	45 0 0	52	27 4 0
142	Bengeo - N. 7	496 14 0	110	51 5 2
142	Bennington N.	45 0 0		

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
147	Berkhampstead, Great, and North Church, Day and Evening - - N. 2	*100 0 0 / 140 0 0	65	44 18
147	Berkhampstead, Great B.	*130 0 0		
139	Bishop's Stortford - - N. 3	- - -	63	22 10
139	Bishop's Stortford, New Town - N.			
139	Bishop's Stortford Model (Rochester Diocesan) - 3	433 0 0	104	52 5
139	Bishop's Stortford - - B. 3	317 13 9	156 / 22	88 7 1
146	Bovingdon - Ch. 1	- - -	68	19 8
146	Boxmoor - N.	88 2 9	109	48 17
142	Bramfield - N. 3	- - -	26	13 9
141	Breachwood Green - N. 3	195 0 0	44	16 5
138	Broxbourne Bury - Ch.			
138	Broxbourne, Free - - N. 3	- - -	32 / 5	0 12
140	Buckland - N.	80 0 0		
140	Buntingford N.	120 8 4		
143	Burnham Green N.	50 0 0		
145	Bushey - B. 2	172 14 0	136	85 7
137	Cheshunt - B. 3	264 0 0	96	44 6
137	Cheshunt, Dewhurst's Charity - N. 3	- - -	88	40 16
137	Cheshunt, Vicarage, Girls N. 3	- - -	59	26 10
137	Cheshunt, Vicarage, Infants - - N. 3	- - -	62	26 13
146	Chipperfield N. 1	50 10 0	31	3 10
141	Clothall - Ch. 3	163 0 0	30	15 11
141	Codicote - N. 10	850 0 0	169	90 19
136	Colney, St. Peter's - N. 10	- - -	85	38 2
143	‡Cromer Hyde - - N.			
142	Datchworth N. 10	- - -	49	19 4
146	Flamstead - N. 4	- - -	79	36 15
146	Flaundon - Ch. 10	- - -	30	14 11
146	Frogmoor, End. Ch. 2	539 14 0	117	54 16
146	Gaddesdon, Great - N.	181 16 0		
139	Hadham, Little - N. 4	- - -	60	23 8
139	Hadham, Little - B.	*40 0 0		
144	Harpenden - N. 4	- - -	63	31 17
144	Harpenden, Boys and Girls - - B. 3	116 1 6	103	59 5
144	Harpenden, Infants - B. 3	- - -	75	33 6

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
143	Hatfield, Bishop's N. 10	- - -	174 / 23	78 0 10
146	Hemel Hempstead, Boys Ch. 2	843 10 0	98 / 12	23 12 9
146	Hemel Hempstead, Girls N. 2	- - -	50	22 18 4
146	Hemel Hempstead, Infants - Ch. 2	- - -	79	42 0 0
146	Hemel Hempstead, Royal B. 2	*150 0 0	60	26 10 6
142	Hertford (Abel Smith's Memorial) N. 7	512 0 0	122	41 5 2
142	Hertford, All Saints', Girls, Industrial - N.	40 0 0		
142	Hertford, All Saints', Infants - N. 6	85 3 0	85	41 10 0
142	Hertford - B. 3	250 6 3	135	69 12 10
142	Hertford (Cowper's Testimonial) - Ch. 7	84 0 0	96	24 18 8
142	Hertford, Green Coat, Endowed - N. 6	- - -	42	*a*
142	Hertford Heath N. 4	*75 0 0 41 12 0	75	27 8 10
142	" " Hertford, St. Andrew's - N. *b*			
142	Hertingfordbury - - Ch.			
138	High Cross - N. 7	- - -	44 / 22	12 16 8
139	High Wych N. 4	- - -	111	52 15 10
141	Hitchin - B. 5	*175 0 0 200 0 0	159 / 38	22 10 0
141	" - " Hitchin, Girls and Infants B. 5	1,055 0 0	144	65 6 4
141	Hitchin, St. Andrew's - N.	300 0 0		
141	Hitchin, St. Mary's - N. 4	1540 0 0	198 / 15	59 0 5
139	Hockerill, Boys - - N. 4	- - -	51	36 9 7
138	Hoddesdon - N. 3	180 0 0	68	0 3 4
138	Hoddesdon - B. 3	- - -	97	39 9 4
138	Hoddesdon, Girls and Infants - B. 3	- - -	65	29 18 0
138	Hoddesdon, Easter Jones' Charity - Ch.	279 0 0		
140	Hormead - N.	100 0 0		
138	Hunsdon - Ch.			
141	Ickleford - N. 4	*50 0 0 201 0 0	103	45 4 4
141	" - " Ippolyts, St. N. 4	137 15 0	51	22 12 10
140	Kelshall - Ch. 3	- - -	68	34 4 2
134	Kensworth - N. 5	150 0 0	55	27 10 10
141	Kimpton - P. 4	540 0 0	121	59 16 0
145	Langley, Abbot's - - N. 2	468 18 0	110	48 6 0
146	Langley, King's N. 2	*66 0 0 127 0 0	115	60 6 7
145	" " Leavesden - N. 2	40 0 0	42	21 11 2
146	Leverstock Green - N. 2	- - -	53	26 15 4
143	Mimms, North N. 10	- - -	71	22 10 0
139	Much Hadham - - N. 4	- - -	76	33 16 0
138	Munden, Great N.	75 0 0		
143	Northaw - N. 10	124 0 0	73	36 13 6
147	Northchurch, Infants - N. 2	- - -	58	22 10 0
139	Pelham, Brent N.	50 0 0		
139	Pelham, Furneux - - N. 3	75 0 0	52	11 1 7
141	Pirton - - N.	129 3 10		
147	Potten End N. 1	- - -	24	11 18 8
138	Puckeridge - Ch. 6	- - -	26	5 19 2
144	Redbourn - N. 2	199 0 0	75	41 10 0
145	Rickmansworth - N. 10	238 0 0	84 / 33	30 14 7
140	Royston - N. 4	94 10 0	138	76 1 0
140	Royston - B. 3	75 0 0	89	45 13 8
140	Royston, Infants - B. 3	- - -	43	19 15 0
140	Sandon - N. 3	*40 0 0 86 5 0	58	42 10 0
145	" " Sarratt - N. 10	171 0 0	59	23 1 2
139	Sawbridgeworth N. 3	- - -	98	49 17 0
136	Shenley - N. 10	352 0 0	126 / 18	69 14 6
138	Stanstead, Abbot's - Ch.			
144	Stephen's, St., and Frogmore - N. 2	- - -	59	25 10 8
141	Stevenage - N.	*92 0 0 87 0 0		
141	" - " Stevenage, Infants - N. 3	- - -	67	28 15 0
140	Therfield - N. 3	128 0 0	76	29 3 6
136	Totteridge - N. 10	- - -	26	8 4 9
147	Tring - - N. 1	182 0 0	66	31 9 0
138	Wadesmill, Infants - N. 6	- - -	45	22 5 8
141	Walden, St. Paul's - Ch.			
142	Walkern - N. 4	13 6 0	104	52 19 10
137	Waltham Cross, Trinity, Girls and Infants 2	- - -	94	40 0 8
138	Ware - - N. 7	490 0 0	147	52 2 6
138	Ware - - B. 7	*75 0 0	37	9 17 10
138	Ware, Ch. Ch. N. 6	- - -	234	97 16 2
145	Watford - N. 2	*60 0 0 130 0 0	150 / 40	60 16 0
145	" - " Watford Heath Ch. *b*	82 0 0		
142	Watton - N. 3	- - -	44	21 18 8
143	Welwyn - N. 4	957 0 0	175	40 10 0

a Grant refused under Article 52*d*.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	HERTFORD.—*cont.*	£ s. d.		£ s. d.
140	Westmill - N.	- - -	84	44 0 0
141	Weston - N. 5			
144	Wheathampstead - - N. 10	282 11 3	149	55 18 8
141	Willian - N.	65 0 0		
147	Wilstone Village - -Ch. 5	100 0 0	32	15 10 6
143	Woodhill - N. 10	350 0 0	66 / 12	34 5 8
138	Wormley - N. 2	- - -	51	21 11 4
141	Wymondley, Great - N.	60 0 0		
	HUNTINGDON.			
178	Abbotsley - N. 3	42 0 0	75	43 10 6
176	Alconbury - N.	75 0 0		
175	Alwalton, Earl Fitzwilliam's 5	- - -	95	45 3 6
177	Bluntisham N.	47 0 0		
176	Brampton -Ch.			
177	Broughton - N.	60 0 0		
173	Bythorn - N. 4	204 0 0	35	18 14 10
178	Catworth, Great N.	42 0 0		
177	Earith - - B. 3	100 0 0	116	*a*
175	Farcet - - N. 3	136 4 6	49	11 7 5
177	Fen Stanton N. 3	144 0 0	99	47 18 2
177	Fen Stanton B. *b*			
175	Fletton, New B.	364 10 0		
176	Godmanchester N. 6	- - -	73	64 8 4
176	Hamerton -Ch.			
177	Hemingford Green - N. 3	- - -	72	43 5 6
177	Hemingford Grey - - N.			
175	Holme- -Ch. 4			*c*
176	Huntingdon, Boys - - N. 3	32 0 0	69	40 4 0
176	Huntingdon, St. Mary's, Girls and Infants - N. 6	83 0 0	133	65 13 0
176	Huntingdon, Walden's, Charity - N. 6	- - -	42	18 15 0
177	Ives, St. - N. 5	394 0 0	137	74 9 8
177	Ives, St. - B. 3	- - -	95	36 13 4
178	Kimbolton - N. 7	- - -	49 / 25	32 3 0
178	Neots, St., Boys, Free Charity - N. 6	250 12 0	282	150 12 4
178	Neots, St., Free Charity, Girls and Infants - N.	166 4 4		
178	Neots, St. - B.			
178	Neots, St. - W. 3	684 0 0	127	64 5 10
178	OffordCluney N.	89 10 0		
175	Orton Longville - Ch. 3	172 16 0	16	20 16 8
175	Orton Waterville - - N.	63 0 0		

a Grant refused under Article 52 *d*.
c Grant refused under Article 51 *a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	HUNTINGDON—*cont.*	£ s. d.		£ s. d.
176	Ramsey, St. Mary's Ch. 4	- - -	73	39 0 0
176	Ramsey - W. 4	- - -	46	18 6 8
176	Ripton, King's N.	40 0 0		
176	Sawtrey - N.	92 0 0		
176	Sawtrey - W.			
176	Spaldwick - N.	60 0 0		
175	Stanground - N. 3	65 0 0	63	39 8 0
176	Steeple Gidding - - N. 4			
175	Stilton - N. 4	145 0 0	51	31 10 6
176	Stukeley, Great N.	45 0 0		
174	Thurning - N.	26 10 0		
177	Warboys - N. 3	- - -	203	110 14 4
173	Weston, Old N. 4	50 0 0	40 / 12	16 17 6
173	Wistow - N.	50 0 0		
177	Woodhurst - N.	102 0 0		
177	Woodhurst - B. 4	- - -	65	33 3 0
176	Wood Walton Ch.	126 0 0		
175	Yaxley, Endowed -Ch.	128 0 0		
185	Yelling -Ch. 10	135 2 6	40	18 16 3
	KENT.			
72	Alkham - N. 7	- - -	38	4 1 7
61	Appledore and Ebony - N. 4	146 19 0	67	38 9 10
62	Ashford - N. 4	626 7 0	336	139 8 8
62	Ashford - B. 7	586 0 0	263	110 16 2
62	Ashford (S.E. Rlwy Co's.) N. 6	- - -	336	187 1 2
57	Ashurst - N. 6	- - -	26	10 0 0
55	Aylesford, Educational Society's - N. 2	5 18 8	38 / 8	21 6 2
55	Aylesford, Preston Hall Infant -Ch.			
68	Bapchild and Tongue - N. 5	137 12 6	87	41 9 6
64	Barham - N. 5	486 0 0	107 / 18	56 7 4
58	Barming - N. 3	315 0 0	69 / 12	36 10 4
57	Basinghall, Infant - 6	- - -	193	90 6 4
58	Bearstead, United - N. 4	125 0 0	92	50 2 2
49	Beckenham N. 11	400 0 0	180	89 18 10
60	Benenden - N. 4	303 0 0	98	45 1 10
62	Bethersden - N. 4	182 1 4	73	29 9 10
50	Bexley - - N.	*160 0 0	50	*d*
	" - - "	70 0 0		
50	Bexley Heath N. 11	- - -	166	63 13 10
57	Bidborough N.	178 0 0		
61	Biddenden - N. 4	162 0 0	89 / 50	62 11 8
70	Birchington N. 4	129 5 0	60	5 0 0
36	Blackheath, All Saints' N. 9	- - -	78	25 18 9
36	Blackheath Park - - N. 9	- - -	68	35 2 2

b Merged into Fen-Stanton N.S.
d Grant refused under Article 51 *b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
35	Blackheath, St. John's Ch. 9	- - -	68	22 15 4
68	Borden - N. 5	200 10 0	105	46 19 6
67	Boughton-under-Blean - N. 5	250 0 0	77	18 4 0
59	Boughton Malherbe - N. 5	100 0 0		
58	Boughton Monchelsea N. 3	114 0 0	77	35 12 4
59	Boxley - N. 4	121 0 0	60	25 4 9
63	Brabourne - N.	102 0 0		
56	Brasted - N. 12	370 0 0	76	40 10 6
57	Brenchley - N. 3	236 10 0	165	92 1 0
74	Brenzett District - - N. 4	100 0 0	63	20 16 8
57	Brightridge, Infant - 6	- - -	59	32 5 0
70	Broadstairs N. 4	*145 0 0	41	19 2 0
49	Bromley - N. 11	1,100 0 0	252 25	111 16 6
49	Bromley Common - N. 11	202 0 0	63 13	22 15 4
54	Brompton - N. 1	446 5 0	203	67 13 0
54	Brompton, New - Ch. 1	- -	231	87 6 0
54	Brompton, St. Michael's R. 5	- -	63 26	36 0 4
72	Buckland (Dover) - N. *a*	81		
72	Buckland (Dover) - N. 7	705 0 0	201	83 9 5
36	Burrage Town (Plumstead) B. 1	- - -	140	69 10 4
65	Canterbury - B.	293 10 0		
65	Canterbury, Broad St., Model - N. 6	720 0 0	34 21	7 0 0
65	Canterbury, St. Dunstan's - N. 6	347 0 0	156	68 18 8
65	Canterbury, St. George the Martyr and St. Mary Magdalene N. 6	165 0 0	57	27 7 10
65	Canterbury, St. Martin's and St. Paul's - N. 6	80 0 0	97	36 11 8
65	Canterbury, St. Mildred's - N. 6	400 0 0	197	74 16 2
62	Charing - N. 4	- - -	87	11 0 0
72	Charlton by Dover - N. 7	25 6 6	104	33 6 8
36	Charlton, St. Luke's (nr. Woolwich) N. 9	609 8 0	258	102 10 4
62	Chart, Great N. 4	72 0 0	51	25 0 0
54	Chatham - P. 1	740 0 0	167	63 12 10
54	Chatham, James St. - N. *b*			
54	Chatham, St. Aloysius' - R. 5	- - -	122	56 15 0
54	Chatham, St. John's - N. 1	390 0 0	283 47	135 2 8
54	Chatham, St. John's, Infant - - N.	249 0 0		
54	Chatham, St. Paul's - N. 1	733 0 0	158	68 11 9
49	Chelsfield - Ch. 11	186 17 6	69	29 7 8
73	Cherington and Newington - N.	165 0 0		
56	Chevening - N. 12	- - -	48	24 5 2
56	Chiddingstone - - N. 3	98 0 0	60	26 5 0
63	Chilham - N. 4	236 0 0	55	28 6 8
49	Chiselhurst N. 11	- - -	59 26	23 2 10
66	Chislet - N.	220 12 6		
52	Cliffe - - N. 2	200 0 0	80 17	42 2 6
60	Cranbrook - N. 3	416 0 0	151 13	88 17 0
60	Cranbrook, Milkhouse St. (Holy Trinity District), Sunday and Infant - - N.	96 0 0		
49	Cray, Paul's N.	*30 0 0		
49	Cray, St. Mary - - R. 4	- - -	33	12 14 0
49	Crayford - N. 11	285 0 0	172	123 6 9
50	Crockenhill N. 12	229 10 0	90	38 18 10
56	Crockham - Ch. 7	- - -	62	18 10 8
49	Cudham - N.	101 5 0		
52	Cuxton - N.	130 6 8		
50	Dartford - N. 11	- - -	85	23 4 10
50	Dartford, Boys - W. 4	- - -	82	45 9 10
50	Dartford, Waterside W. 4	- - -	82	42 11 4
71	Deal - - P. 7	422 16 8	166	82 17 2
71	Deal, Infant N. *c*			
71	Deal, St. George's District - N. 7	- - -	131	53 3 6
71	Deal - - W. 4	673 4 0	237	118 1 0
35	Deptford, New Street B. 1	110 0 0	95	44 0 0
35	Deptford - R.			
35	Deptford, St. John's - N. 10	1,599 14 0	476 39	216 11 2
35	Deptford, St. Nicholas' - N.	*50 0 0		
	" "	20 0 0		
35	Deptford, St. Paul's - N. 10	683 19 6	362	122 15 0
59	Detling - N. 4	163 4 0	41	10 9 0
55	Ditton - Ch. 3	- - -	29	16 0 0
72	Dover - - B. 7	*437 0 0		
	" - - "	54 15 0	182	98 10 8
72	Dover, East Cliff - - N.			
72	Dover, Home for Young Women.			

a School sold for purposes of a burial ground, and a new one built on another site. *b* School not now existing.
c Amalgamated with Deal, St. George's District N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
72	Dover, St. James', Infant and Evening - N. 7	- - -	197	75 9 2
72	Dover, Holy Trinity - N. 7	190 15 5	153	59 13 2
49	Downe - N.			
67	Dunkirk - N. 5	116 13 4	86 12	52 5 0
74	Dymchurch N. 4	- - -	61	29 15 0
69	Eastchurch District - N. 5	- - -	47	9 10 0
71	Eastry - N. 6	333 0 0	86	31 14 6
56	Edenbridge - N. 12	200 0 0	79	40 19 10
56	Edenbridge - B. 7	- - -	86	40 8 10
62	Egerton, St. James' - N. 4	134 12 0	68 28	49 14 8
73	Elham - - N. 5	60 0 0	73	29 14 7
73	Elham - - B.			
73	Elham - - W. 7	- - -	71	19 5 11
36	Eltham - N. 10	176 15 0	237	106 8 7
50	Erith - - N. 11	144 0 0	59	12 15 3
50	Eynsford - N. 12	*70 0 0	86 6	36 10 10
50	Eynsford - B. 4	- - -	33	14 16 0
58	Farleigh, East N. 3	*34 0 0		
	" " "	265 0 0	9	48 10 8
58	Farleigh, West - - N.			
67	Faversham District - N. 5	- - -	739 28	253 9 11
67	Faversham - B. 7	- - -	158	80 15 4
50	Fawkham, Hartley, and Longfield - N.	35 0 0		
73	Folkestone - B. 7	261 12 8	215	100 15 4
73	Folkestone, Ch. Ch., Infants - - N. 7	94 0 0	137	51 15 0
73	Folkestone, St. Mary's and St. Eanswith's N. 7	561 7 6	278	103 4 6
56	Fordcombe Ch. 3	- - -	45	23 10 8
36	Forest Hill, Ch. Ch. - N. 9	916 0 0	319 20	86 13 6
60	Frittenden - N. 3	65 0 0	71 10	40 19 10
70	Garlinge, St. James' - N. 4	169 0 0	44	7 15 1
56	Godden Green District - - N. 12			
63	Godmersham N. 4	- - -	43	23 5 0
71	Goodnestone N. 6	- - -	30	13 17 4
53	Graine (Isle of), St. James' - N. 3	- - -	41	6 19 8
51	Gravesend and Milton N. 2	*490 0 0		
	" "	100 0 0	137	12 0 0
51	Gravesend, Princes St. B. 4	- - -	271	89 10 7
51	Gravesend and Milton, Peacock St. B. 4	- - -	146	65 4 0
51	Gravesend, St. George's and St. James' - N. 2	200 0 0	160	58 4 6
50	Greenhithe, Galley Hill B. 4	- - -	130	63 1 6
49	Green Street Green - Ch. 12	42 10 0	44	16 18 4
35	Greenwich - N.	*83 0 0		
35	Greenwich, Central or West, Infants 10	- - -	157	48 3 2
35	Greenwich and Deptford Female Home.			
35	Greenwich, East Branch, Sunday and Infant - N. 10	200 0 0	112	36 10 0
35	Greenwich, George St. W. 1	- - -	82	38 18 7
35	Greenwich - U.			
35	Greenwich, Roan's Charity (East Branch), Grey Coat.			
35	Greenwich, Roan's Charity (West Branch), Grey Coat - 10	- - -	166	20 0 0
35	Greenwich Reformatory.			
35	Greenwich, St. Ann's Industrial - B.			
35	Greenwich, Holy Trinity (Maidenstone Hill) N. 10	693 0 0	358	146 18 8
57	Groombridge N.	221 10 0		
57	Hadlow - N. 3	437 0 0	136	66 12 2
64	Harbledown N.	111 10 0		
64	Hardres, Lower - N.	38 0 0		
59	Harrietsham Ch. 4	90 0 0	86	*a*
60	Hawkhurst - N. 1	82 19 0	142 11	74 5 4
49	Hayes - - N. 11	- - -	63	29 17 6
59	‡Headcorn - N.			
66	Herne Bay - Ch. 5	- - -	131 16	45 11 10
52	Higham - N. 2	174 0 0	89 9	37 6 6
57	Hildenborough - N.	126 0 0		
53	Hoo - - N.	*75 0 0		
59	Horton Kirby N.	170 0 0		
72	Hougham, Ch. Ch. - N. 7	300 0 0	202	81 5 0
73	Hythe - - N. 7	400 0 0	244	117 1 4
64	Ickham - Ch. 6	- - -	54 7	26 6 6

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
56	Ide Hill - Ch. 12	- - -	72	36 18 4
			12	
55	Ightham - N. 3	- - -	64	24 6 4
49	Keston - N. 11	212 8 0	53	18 2 10
			8	
72	Kingsdown - P. 7	17 18 11	60	26 17 7
49	Knockholt - N. 11	362 0 0	50	*a*
			10	
80	Lamberhurst N.	*59 0 0		
55	Larkfield - N. 3	197 0 0	85	45 5 2
70	Lawrence, St., Trinity - Ch. 4	446 0 0	74	28 8 0
36	Lee - - N. 9	- - -	291	126 13 0
36	Lee, Boys - B. 1	- - -	66	33 11 8
36	Lee Chapel, Girls - - B. 1	- - -	55	21 12 0
59	Leeds - - N.	- - -	51	*b*
59	Lenham - N. 4	105 0 0	77	28 17 11
36	Lewisham Bridge - B. 1	- - -	179	83 13 2
36	Lewisham, St. Mary's - N. 10	700 0 0	187	76 16 4
58	Loose - - N. 3	96 0 0	80	40 8 6
			11	
54	Luton (near Chatham) - N. 1	260 0 0	153	86 11 10
			15	
74	Lydd - N. 4	200 0 0	62	18 12 7
73	Lyminge, Endowed - N. 5	136 0 0	46	22 14 4
58	Maidstone, All Saints' - N. 6	- - -	230	113 2 4
			15	
58	Maidstone Heath - N. 6	177 15 0	56	21 2 4
58	Maidstone - U.			
58	Maidstone, St. Mary's - R. 5	- - -	40	17 7 8
58	Maidstone, St. Paul's - N. 6	630 0 0	315	164 1 10
			12	
58	Maidstone, St. Peter's - N. 6	200 0 0	105	46 9 0
			8	
58	Maidstone, St. Philip's N. 6	- - -	111	43 5 6
58	Maidstone, Trinity, Model - N. 6	480 0 0	260	69 5 10
55	Malling, East N. 3	187 10 0	101	47 11 10
55	Malling, West, Endowed - N. 3	272 6 8	122	67 2 8
			35	
58	Marden - N. 3	553 0 0	106	27 10 0
72	Margaret, St. (at Cliffe) - N.	40 0 0		
54	Margaret's (next Rochester) - N. 1	537 7 6	186	83 8 6
70	Margate - B. 4	596 0 0	190	92 17 10
70	Margate, St. John's - N. 4	475 0 0	204	86 5 2
70	Margate, Holy Trinity - N. 4	275 0 0	202	92 0 0
52	Meopham - N. 2	169 0 0	81	38 3 6
51	Milton, Ch. Ch. - - N. 2	- - -	116	41 17 7
68	Milton (nr. Sittingbourne) N. 5	300 0 0	80	20 0 0
70	Minster - N. 4	395 0 0	102	41 14 1
70	Monkton - N.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
58	Nettlestead - N.	156 10 0		
74	Newchurch - N.	40 0 0		
68	Newington - N.	105 0 0		
71	Northbourne, St. Augustine's - N. 7	145 10 0	84	42 1 2
52	Northfleet - N.	*115 0 0		
	" - "	25 0 0		
67	Ospringe - N. 5	- - -	140	56 10 3
57	Paddock Wood - N. 3	147 4 0	69	44 0 3
64	Patrixbourne and Bridge N.	120 0 0		
55	Peckham, East - - N. 3	- - -	95	30 8 9
55	Peckham, East, Infant and Juvenile - 3	- - -	46	12 8 0
56	Penshurst - N. 3	- - -	102	54 8 5
64	Petham - N.	70 0 0		
49	Plaistow, St. Mary's - Ch. 11	- - -	54	12 18 9
55	Platt, St. Mary's - N. 3	169 0 0	112	47 16 8
55	Plaxtol - N. 3	171 0 0	104	52 5 10
62	Pluckley - N. 4	102 7 3	66	*b*
36	Plumstead, Burrage Rd., Infant - 10	150 0 0	195	90 8 6
36	Plumstead, Central - Ch. 10	1,985 0 0	491	229 18 10
36	Plumstead, Central, East Plumstead Branch, Ch. 10	- - -	96	38 7 1
36	Plumstead, East, Endowed - N.	*c*		
36	Plumstead Slade - - Ch.	184 10 0		
36	‡Plumstead, West, St. James' - N.			
71	Preston - N.	*25 0 0		
69	Queenboro' - N.	152 0 0		
68	Rainham - N. 5	217 0 0	161	73 11 8
70	Ramsgate, Ch. Ch. - N. 4	506 0 0	255	128 6 6
70	Ramsgate, Newcastle Hill, Infant.			
70	Ramsgate, St. Augustine's R. 5	- - -	33	19 19 2
70	Ramsgate, St. George's - N. 4	188 15 0	308	142 16 3
70	Ramsgate, St. Lawrence's N. 4	58 0 0	97	57 13 0
54	Rochester, St. Nicholas' - N. 1	680 0 0	253	95 17 1
54	Rochester, St. Peter's - N. 1	- - -	242	133 11 2
			24	
61	Rolvenden - N. 4	*100 0 0	41	3 7 5
74	Romney, New N. 4	126 10 0	110	42 1 10
52	Rosherville, St. Mark's - N. 2	- - -	92	47 16

a Grant refused under Article 52*d*.
c Merged into Plumstead Central N.S.
b Grant refused under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
57	Rusthall - N. 6	- - -	166	98 7 10
			38	
73	Saltwood - N. 7	88 5 6	70	36 13 0
73	Sandgate - N. 7	275 0 0	147	68 19 6
60	Sandhurst - Ch. 1	- - -	86	81 2 0
56	Seal - - N. 12	166 5 0	58	25 15 10
			13	
73	Sellinge - N. 5	- - -	75	44 0 0
62	Shadoxhurst N.	30 0 0		
69	Sheerness - B.	*275 0 0		
69	Sheerness, Trinity - N. 5	*250 0 0	291	106 5 2
67	Sheldwick, The Leys, United - N. 5	- - -	83	52 17 4
55	Shipbourne - N. 3	210 0 0	59	37 14 10
			16	
36	Shooter's Hill N. 10	200 0 0	49	14 17 9
56	Shoreham - P. 12	- - -	78	39 11 0
60	Sissinghurst, National and Infant.			
60	Sissinghurst (Lady de Spaen's) - N.			
60	Sissinghurst (Mrs. H. Cleaver's) - N. 3	- - -	34	18 16 0
68	Sittingbourne N. 5	230 0 0	149	39 15 6
62	Smarden, Dodson's, Free 4	320 0 0	54	2 0 10
55	Snodland - N. 2	- - -	100	15 0 0
57	Southborough N. 6	320 0 0	70	33 16 2
50	‡Southfleet, Endowed - N.			
57	Speldhurst - N. 3	462 0 0	110	35 8 2
73	Standford - N.	25 0 0		
66B	Stephen's, St. (near Canterbury) - N. 6	120 0 0	84	24 9 9
59	Stockbury - N.	50 10 0		
73	Stowting - N.	55 0 0		
52	Strood - - N. 1	252 0 0	201	78 11 10
66	Sturry - - N.	60 0 0		
56	Sundridge - N. 12	175 8 9	76	39 0 10
50	Sutton-on-Hone - - N. 11	364 0 0		
59	Sutton Valence - - N. 4	42 0 0	71	39 9 10
			33	
50	Swanley, St. Paul's (Sutton-at-Hone) N. 11			
50	Swanscombe and Stone - N.	70 0 0		
73	Swingfield Minnis - N.	150 0 0		
36	Sydenham - N. 10	*35 0 0	185	64 1 7
36	Sydenham, Lower, Bell Green, Inft. - 10	- - -	50	22 10 0
36	Sydenham - W. 1	- - -	51	18 6 4
61	Tenterden - N. 4	443 0 0	145	49 0 0
61	Tenterden - B. 7	- - -	110	52 16 8
61	Tenterden, St. Michael's - Ch. 4	178 10 0	76	33 2 5
58	Teston - - N. 3	- - -	62	31 1 0
70	Thanet, St. Peter's - N. 4	155 0 0	84	32 2 4
71	Tilmanstone Ch. 6	- - -	31	25 0 0
58	Tovil, St. Stephen's - N. 6	153 0 0	36	19 14 10
			5	
55	Trottersciffe N.	104 0 0		
57	Tunbridge, St. Stephen's - N. 6	583 0 0	150	88 19 6
			51	
57	Tunbridge, St. Stephen's, Infant - N. 6	- - -	86	30 9 2
57	Tunbridge - W. 7	- - -	116	53 1 0
57	Tunbridge Wells Chapel, Free 6	40 0 0	125	64 12 0
57	Tunbridge Wells, Girls - - N. 6	- - -	80	43 19 0
57	Tunbridge Wells, Grosvenor B. 7	- - -	78	42 6 6
57	Tunbridge Wells, Royal Victoria - 6	- - -	154	84 14 8
57	‡Tunbridge Wells, St. Augustine's R.			
57	Tunbridge Wells, St. John's - Ch. 6	281 8 0	98	36 16 0
57	Tunbridge Wells, Trinity N. 6	- - -	120	64 5 4
57	Tunbridge Wells, Trinity, Middle N. *a*			
57	Tunbridge Wells, Windmill Fields Ch. 6	- - -	54	28 6 0
68	Upchurch - N. 5	54 0 0	51	5 4 3
71	Walmer and Ringwould N. 7	*106 0 0		
	" " - "	760 0 0	138	76 16 0
64	Waltham - N.			
55	Wateringbury N. 3	- - -	133	54 0 7
			17	
56	Weald, Sevenoaks - - P. 12			
56	Westerham N. 12	322 0 0	105	59 11 6
66	Whitstable and Seasalter - - N. 5	- - -	297	65 13 4
63	Willesborough N. 4	67 0 0	60	32 16 2
50	Wilmington Ch. 11	174 17 6	57	6 14 8
71	Wingham - N. 6	- - -	90	42 15 8
61	Woodchurch N. 4	90 6 3	79	45 5 6
71	Woodnesborough - N. 7	95 0 0	45	7 10 5
35	Woolwich - N. 9	289 0 0	361	177 9 4
35	Woolwich, North, Inft. Ch. 7	- - -	82	38 19 0
35	Woolwich, Power St. - B.	*225 0 0		
35	Woolwich Pres. 1	1,400 0 0	266	131 18 5
35	Woolwich, St. Peter's - R. 5	758 0 0	388	99 11 7
35	Woolwich, St. Thomas' N. 9	1,436 0 0	319	147 11 10
			20	
71	Worth - Ch. 7	- - -	29	15 5 6
			7	

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	KENT—*cont.*	£ s. d.		£ s. d.
55	Wrotham - N. 3	100 0 0	72	28 19 10
63	Wye, Lady J. Thornhill's.			
58	Yalding - N. 3	474 6 0	98 24	29 6 3
58	Yalding, St. Margaret's N. 3	144 0 0	52 19	6 5 8
	LANCASHIRE.			
474	Abney, Mossley Brow - B.			
477	Accrington, Ch. Ch. - N. 3	683 0 0	129	62 19 2
477	Accrington, New Jerusalem - B. 3	- - -	339	201 7 10
477	Accrington, St. James' - N. 3	91 0 0	508 86	237 8 6
477	Accrington, St. James', Infants - N.	208 0 0		
477	Accrington, St. Oswald's R. 3	- - -	158 53	76 16 6
477	Accrington - W. 5	- - -	286	141 19 8
481	Adlington - Ch. 2	354 3 11	117	52 2 2
484	Admarsh - N.	*28 0 0		
462	Aigburth - N. 10	333 0 0	225 13	113 3 2
469	Ainsworth - N. 6	*150 0 0	77 14	43 15 4
486	Aldingham - Ch. 6	- - -	45	22 10 0
482	Alstone Lane R. 5	- - -	42	20 1 0
464	Altcar - - N. 3	- - -	59	33 12 8
478	Altham - N. 3	- - -	46	19 10 0
477	Antley, Day W. 5	- - -	142 29	47 3 10
463	Appleton, St. Bede's - R. 5	- - -	80	42 11 8
471	Ardwick, Chancery Lane - W. 6	- - -	246	44 0 3
471	Ardwick, Pin Mill - - B. 9	- - -	35	13 13 4
471	Ardwick, St. Aloysius' - R. 10	- - -	67	11 4 11
471	Ardwick, St. Thomas' - N. 12	- - -	377	154 2 4
465	Ashton in Makerfield R. 5	- - -	199	94 7 2
465	Ashton-le-Willows - Ch. 6	110 0 0	163	75 0 8
465	Ashton, St. Thomas' (in Makerfield) N. 6	250 0 0	125	71 15 1
482	Ashton-on-Ribble - Ch. 10	- - -	49	22 3 0
474	Ashton-under-Lyne - - P. 10	850 0 0	373	135 11 0
474	Ashton-under-Lyne, Ch. Ch. (Charlestown) - N. 10	845 10 0	262	83 15 4
474	Ashton-under-Lyne, St. Ann's - R. 6	- - -	481 128	237 3 6
474	Ashton-under-Lyne, St. Peter's - N. 10	*300 0 0 60 0 0	404	184 11 8
465	Aspull - " - R. 4	- - -	34	12 15 7
465	Aspull - - W. 5	- - -	106	46 7 0
467	Astley - - N. 2	303 0 0	182	107 11 4
468	Astley Bridge Ch. 4	984 0 0	173 26	108 11 2
467	Atherton - N. 2	691 6 6	156	61 16 4
474	Audenshaw - N. 10	550 0 0	150	65 6 10
474	Audenshaw - B. 6	- - -	178 37	24 17 11
464	Aughton - P. 2	- - -	82	49 9 6
477	Bacup, Ch. Ch. - - N. 3	584 14 0	150 44	94 4 0
477	Bacup, Mechanics' Inst. - 2	- - -	177 45	104 7 2
477	Bacup, St. John's N.			
477	Bacup, St. Mary's - R. 3	- - -	155 95	102 16 0
477	Bacup - - W. 3	962 0 0	365	197 1 0
469	Bamford, Public - - B. 2	- - -	95 31	61 9 8
471	Bank Meadow B.	300 0 0		
486	Bardsea - Ch.			
474	Bardsley - N. 5	397 0 0	99	16 9 4
486	Barrow-in-Furness - N. 6	- - -	318	152 4 6
478	Barrowford - N.	231 15 0		
470	Barton-upon-Irwell - N. 4	270 0 0	113	54 0 6
470	Barton-upon-Irwell, All Saints' - R. 11	- - -	67	30 6 4
470	Barton-upon-Irwell - W. 3	- - -	49	26 1 0
477	Baxenden - W. 5	- - -	81	42 0 10
467	Bedford in Leigh - N.	200 0 0		
476	Belfield' (Messrs. Benecke's) N.			
464	Bickerstaffe N. 2	200 0 0	210 7	117 4 2
465	Billinge - N.	56 10 0		
469	Birch, St. Mary's (in Middleton) N.	*121 0 0		
465	Birchley - R. 5	775 0 0	62 31	36 14 9
464	Birkdale - Ch. 9	- - -	91	48 18 2
483	Bispham, Parish Church *a*	30 0 0		
480	Blackburn (Nova Scotia) B.	*150 0 0		
480	Blackburn, St. Alban's - R. 3	- - -	406 104	203 19 8
480	Blackburn, St. Alban's, Boys - - R. 3			
480	Blackburn, St. Anne's, Boys - - R. 3	- - -	153 114	83 5 6
480	Blackburn, St. Anne's, Girls - - R. 3	- - -	397 163	183 6 7

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480	Blackburn, St. John's - N. 11	800 0 0	601	323 3 0
480	Blackburn, St. Luke's - N. 12	740 0 0	368 73	186 19 0
480	Blackburn, St. Michael's - N. 1	304 6 8	346 36	162 7 7
480	Blackburn, St. Paul's - Ch. 1	1,207 0 0	250	161 7 11
480	Blackburn, St. Peter's - N. 12	- - -	366 70	202 4 4
480	Blackburn, St. Peter Street - W. 5	670 0 0	89	42 1 2
480	Blackburn, Trinity - N. 12	418 0 0	450 40	227 17 2
473	Blackley, Barnes Green - Ch. 2	202 0 0	119	47 19 4
473	Blackley - Ch. 2	197 0 0	228	82 4 10
473	Blackley, Crab Lane - - N. 2	174 0 0	73 14	39 0 2
483	Blackpool - N.			
483	Blackpool, St. John's, Infant - - Ch. 5	367 0 0	120	49 18 2
483	Blackpool - W.			
465	Blackrod - N. 2	528 0 0	189	76 4 10
468	Bolton - le-Moors - B. 4	*250 0 0	124	60 3 6
468	Bolton - le-Moors, Bridge Street - W. 9	311 0 0	363	190 19 2
468	Bolton - le-Moors, Ch. Ch. - - N. 3	561 0 0	208	106 0 0
468	Bolton - le-Moors (Emmanuel District) - N. 2	617 13 4	319 67	194 9 4
468	Bolton - le-Moors (Fletcher St.) - W. 4	- - -	266	114 8 10
468	Bolton - le-Moors, Girls P. 3			
468	Bolton - le-Moors, Industrial Ragged.			
468	Bolton - le-Moors, St. James' - N. 2	- - -	107	9 7 7
468	Bolton - le-Moors, St. Mary's - R.			
468	Bolton - le-Moors, St. Peter's and St. Paul's - R. 11	622 0 0	315 92	143 5 0
463	Bolton - le-Moors, Holy Trinity (Lever St.) N. 3	1,737 0 0	361	178 13 0
468	Bolton - le-Moors, Holy Trinity, Trinity Street N. 3	*240 0 0 365 0 0	478 45	259 12 6
	„ „ „			
468	Bolton, Little, All Saints' - N. 3	760 0 0	474	222 5 0
468	Bolton, Little, St. George's N. 3	530 0 0	282	110 15 0
485	Bolton - le-Sands, Industrial - N.	65 16 0		
462	Bootle - - N. 4	*200 0 0	282	96 9 2
462	Bootle - - R.			
472	Bradford-cum-Beswick - Ch.	691 5 0		
486	Brathay District - - N. 5	- - -	33	14 18 6
481	Bretherton, Free Endowed - Ch.	126 0 0		
478	Briercliffe, St. James' - N. 3	492 0 0	121	64 1 1
478	Brierfield - N. 3	247 0 0	195	87 12 6
481	Brindle - R. *a*			
472	Brindle Heath, Infants - N. 10	335 8 2	289	133 3 10
486	Broughton-in-Furness - Ch.			
472	Broughton, Lower - Ch.	913 0 0		
472	Broughton, St. John's - N.			
482	Brownedge, St. Mary's - R. 6			
469	Buckhurst - N. 6	*112 0 0		
	„ - „	168 0 0	53	34 9 0
476	Buckley Factory - - 6	- - -	64	14 3 1
476	Buersill and Lower Place, Boys - - N. 6	- - -	188	92 16 10
476	Buersill and Lower Place, Girls - N. 6	301 0 0	235	102 5 4
471	Burnage - N.	337 0 0		
478	Burnley - N. 2	*100 0 0	446 85	268 7 2
478	Burnley, Fulledge Meadow School of Hope - 2	- - -	212 163	140 8 9
478	Burnley, Lane Head - - N. 3	50 0 0	100	56 13 8
478	Burnley, St. Aloysius' - R. 3	- - -	90 78	68 15 0
478	Burnley, St. James' - N. 3	*200 0 0		
	„ „ „	277 0 0	154	73 11 8
478	Burnley, St. Mary's - R. 3	- - -	219 142	153 18 8
478	Burnley, St. Paul's, Lanebridge - N. 3	568 0 0	275 35	158 17 0
478	Burnley, St. Peter's (Pickup Croft), Infants - N. 2	299 0 0	90 76	72 6 3
478	Burnley - W. 9	807 0 0	437	227 8 4
464	Burscough Hall - - R.			

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469	Bury, Central N. 7	- - -	310	142 1 4
469	Bury (Clarke Street) - W. 9	- - -	418	210 18 0
469	Bury, Industrial and Reformatory.			
469	†Bury, Ragged.			
469	Bury, St. John's - N. 7	370 0 0	238 34	136 15 6
469	Bury, St. Mary's - R. 11	- - -	80 71	61 12 1
469	Bury, St. Paul's - N. 7	150 0 0	107	57 14 1
469	Bury, Holy Trinity - N. 6	513 0 0	354	169 7 0
486	Cartmel - N. 6	554 0 0	124	50 11 4
486	Cartmel Grammar - - -	58 4 0		
476	Castleton - B. 2	- - -	116	70 8 0
476	Castleton Moor - Ch. 6	- - -	151	63 19 2
482	Catforth - N. 5	- - -	61	27 1 2
485	Caton - N. 6	226 0 0	115	56 4 2
475	Chadderton, St. John's - Ch. 5	- - -	309	165 9 0
472	Charlestown B.	*115 0 0		
472	Charlestown (Pendleton), St. George's N. 9	- - -	254 22	114 2 2
472	Charlestown (Pendleton), St. George's, Infant - N. 9	417 12 0	157	70 6 0
481	Charnock Richard - Ch. 2	341 0 0	65	33 10 8
479	Chatburn - N. 4	248 0 0	79 38	54 6 0
479	Chipping - R.			
481	Chorley, Parish - N. 2	*156 0 0		
	„ - „	203 0 0	203	100 3 7
481	Chorley, St. George's - N. 2	188 0 0	264	129 10 8
481	Chorley, St. Mary's - R. 4	500 0 0	390	207 4 10
481	Chorley, St. Peter's (Eaves Lane) N. 2	254 0 0	111	53 4 10
481	Chorley - W. 3	- - -	272	125 14 4
471	Chorlton-cum-Hardy - N. 4	150 0 0	62	37 2 4
471	Chorlton-on-Medlock, Grosvenor Square - Pres. 9	221 0 0	245	126 16 0
471	Chorlton-on-Medlock, St. Luke's - N. 12	583 2 0	283	100 0 2
473	Chorlton-on-Medlock, St. Saviour's - N. 2	455 0 0	416	225 5 4
471	Chorlton-on-Medlock, St. Stephen's - N. 4	- - -	290 17	101 1 4
486	Church Coniston - Ch. 6	- - -	128	41 8 6
480	Churchkirk Ch. 4	760 13 8	145 44	96 13 10
464	Churchtown B.	*35 0 0		
480	Clayton - le-Moors - N. 4	761 19 10	293 94	227 8 10
481	Clayton - le-Woods - N.	40 0 0		
470	Clifton - Ch. 9	- - -	118	60 5 4
479	Clitheroe - N. 4	*300 0 0		
	„ - „	52 3 2	178	64 14 4
479	Clitheroe - R. 3	- - -	91 9	50 4 6
479	Clitheroe, St. James' - N. 4	310 0 0	154	79 5 11
479	Clitheroe - W. 4	- - -	125	68 16 0
479	Cockerbrook B.	*50 0 0		
485	Cockerham Free Par. - - 6	96 0 0	115	62 11 2
475	Coldhurst - Ch. 5	554 2 0	79	32 17 9
473	Collyhurst, (Albert Memorial) - Ch. 4	605 0 0	247 21	115 2 6
473	Collyhurst, St. Catherine's, New Town N. 11	461 6 8	341 51	184 18 2
478	Collyhurst, St. Oswald's (Manchester) N. 1	- - -	74	24 11 0
478	Colne - - N. 2	500 0 0	235	136 8 2
478	Colne, Ch. Ch. N.	150 0 0		
478	Colne (Waterside) - - N. 3	380 0 0	291	144 1 8
486	Colton - - P.			
481	Coppull - N. 2	222 8 6	110	54 3 0
470	Cornholme - B. 2	- - -	104 30	67 16 4
482	Cottam - R. 5	- - -	26	11 16 6
475	Cowhill - W. 7	- - -	191	112 5 6
477	Crawshaw Booth - N. 4	- -	148	85 15 6
466	Croft, Endowed - Ch.	217 0 0		
475	Crompton, East - - Ch. 5	750 0 0	102 19	67 15 0
475	Crompton, High - - N. 5	332 0 0	152 63	77 12 5
462	Crosby, Great N.	72 0 0		
462	Crosby, Great R. 3	449 0 0	134	53 11 2
464	Crossens - N. 9	*108 0 0	84 16	44 11 4
473	Crumpsall, Lower - N. 3	494 10 0	169	88 4 6
464	Cunscough - R.			
486	Dalton - in-Furness - N. 7	528 7 6	440 23	194 18 6
470	Davyhulme - W. 11	- - -	72	28 12 10
468	Deane (at Rumworth) N. 3	*50 0 0		
	„ „ „	90 0 0	144	44 0 0
486	Dendron - N.	169 12 6		
474	Denton, Ch. Ch. N. 10	500 0 0	212	88 19 0
474	Denton and Haughton - N. 10	500 0 0	196	79 14 6
471	Didsbury - N. 3	100 0 0	158	39 10 4
471	Didsbury and Barlow Moor W. 10	- - -	110	51 5 8

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463	‡Ditton - R.			
485	Dolphinholme N. 5	- - -	49	9 7 0
439	Downham - N.	*75 0 0		
474	Droylesden - B. 7	- - -	386 / 107	230 6 10
468	Eagley Mills B. 4	- - -	139	88 1 4
466	Earlestown, District Infant - - N. 6	614 0 0	120	56 10 8
472	Eccles - N. 9	- - -	178	89 5 8
472	Eccles (Broomhouse Lane) N. 10	- - -	107	55 2 8
472	Eccles, St. Mary's - R. 11	- - -	174 / 52	101 1 10
472	Eccles, Weaste Lane - - N. 4	291 0 0	114 / 24	65 14 6
484	Eccleston, Great - R. 5	- - -	52	30 0 8
463	Eccleston, St. Thomas' - N. 1	746 13 6	473	249 8 6
477	Edenfield - N. 3	629 0 0	155 / 38	106 12 4
468	Edgworth - N.	*45 0 0		
468	Edgworth - W. 5	- - -	145	63 13 0
468	Egerton - B. 9	- - -	135 / 19	85 6 4
485	Ellel - - N. 6	641 0 0	63	25 9 6
485	‡Ellel - - B.			
469	Elton, All Saints' - N. 7	574 0 0	288	156 0 4
480	Enfield, Infant - - 4	- - -	145 / 35	85 6 2
481	Euxton - N.	*126 0 0		
481	Euxton, St. Mary's - R. 4	- - -	85	50 4 8
462	Everton, Ch. Ch. - - N. 6	860 0 0	722	342 1 4
462	Everton, Great Homer Street Chapel - W. 11	1,223 0 0	401	174 10 8
462	Everton, St. Chrysostom's N. 6	638 19 8	260	144 14 8
462	Everton, St. George's - Ch. 6	1,700 0 0	489	234 1 4
462	Everton, St. Peter's - N. 4	1,650 0 0	465	224 1 4
462	‡Everton and Kirkdale, St. Mary's - N.			
477	Ewood Bridge N. 4	*70 0 0	86 / 31	62 11 6
473	Failsworth - N. 10	*270 0 0		
	" - "	22 5 0	167	75 9 4
462	Fairfield, Moravian. *a*			
476	Falinge, Infant - - 5	- - -	74	23 11 10
463	Farnworth (near Warrington) - N. 6	342 0 0	201	103 5 2
468	Farnworth, St. John's, near Bolton N. 2	*250 0 0	146	69 11 8
	" "	270 0 0		
468	Farnworth (nr. Bolton) W. 4	- - -	258	112 7 6
486	Far Sawry and Hawkshead - - N.	*60 0 0		
478	Fence - - N. 3	230 0 0	73	35 6 2
482	Fernyhalgh, St. Mary's - R. 5	- - -	46	17 15 1
483	Fleetwood-on-Wyre, St. Mary's - R. 5	- - -	134	58 8 2
483	Fleetwood, Testimonial N. 5	286 0 0	214	112 13 2
470	Flixton - P. 4	400 0 0	82	32 7 4
478	Foulridge - N. 3	270 0 0	97 / 9	63 18 0
483	Freckleton - N. 5	*63 0 0	96 / 36	50 19 0
478	Fulledge - W. 5	- - -	186	89 2 2
484	Garstang - R. 6	432 0 0	90	47 9 6
484	Garstang, St. Michael's - N.	104 0 0		
462	Garston - N. 10	- - -	123	64 9 7
462	Gillmoss, St. Swithin's - R.			
485	Glasson - Ch. 6	80 0 0	65	33 11 8
475	Glodwick, Ch. Ch. - - N. 5	550 0 0	186	99 10 8
467	Golborne - N. 3	- - -	148	97 5 4
478	Goodshaw Booth - N.	*234 0 0		
477	Goodshaw and Loveclough N. 4	117 0 0	164	94 7 4
471	Gorton, St. James' - N.	*142 0 0		
471	Gorton, St. Patrick's - R. 11	199 10 0	168 / 76	101 1 5
471	Gorton, West, St. Mark's - N.			
477	Green Haworth Ch.	304 0 0		
480	Grimshaw Park - N. 11	1,555 0 0	346 / 85	340 16 2
478	Habergham, All Saints' - N. 2	228 0 0	264 / 43	154 16 10
478	Habergham Eaves - N. 2	534 0 0	331 / 32	188 14 8
465	Haigh - - N. 10	- - -	115	55 19 8
463	Halewood - N. 10	82 0 0	91	43 10 2
468	Halliwell, Dean Mills B. 4	- - -	141 / 23	114 19 6
468	Halliwell, St. Luke's - Ch. 3	- - -	153 / 26	60 17 9
468	Halliwell, St. Paul's - N. 4	808 0 0	353 / 20	222 10 8
468	Halliwell, St. Peter's Jubilee - 3	40 0 0	107 / 7	59 2 8
464	Halsall - N. 2	- - -	134	67 1 10
485	Halton - N. 6	- - -	85	41 9 6
484	Hambleton - N. *a*	*40 0 0		
476	Hamer, All Saints' - N. 6	285 15 0	196	119 17 0
473	Harpurhey - N. 3	- - -	125	60 6 0
468	Harwood, Ch. Ch. - - N. 4	176 0 0	74	40 18 6
480	Harwood, Gt. N. 11	*123 0 0		
	"	139 13 4	299 / 15	150 10 0

a School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Harwood, Great, St. Hubert's - R. 3	- - -	169	100 9 2
477	Haslingden - N. 4	318 2 6	201 83	68 1 9
477	Haslingden, The Grane - N. 4	*120 0 0	77 15	44 13 0
477	Haslingden - W. 2	- - -	204	113 17 0
474	Haughton Dale Mills - 10	- - -	87 42	61 17 4
486	Hawkshead - N. *a*			
469	‡Hawkshaw Lane - - N.			
466	Haydock - N.	*120 0 0		
466	Haydock Colliery - - B. 5	- - -	159 12	90 10 0
476	Healey - - N. 6	365 0 0	165	105 6 8
469	Heap Bridge 9	- - -	113	57 9 6
452	Heaton Mersey, St. John's - Ch. 11	747 0 0	170	97 0 0
452	‡Heaton Norris, Ch. Ch. N. *b*			
463	Helen's, St., Church St., Infant and Sunday - -	165 0 0		
463	Helen's, St., Cowley's Charity - B.	265 0 0		
463	Helen's, St., Duke Street Ch. 1	- - -	135	55 12 2
463	Helen's, St., Greenbank R. 5	- - -	206	95 15 10
463	Helen's, St. (Lowe House) R. 5	- - -	434 50	213 13 1
463	Helen's, St. (Moreflat) - N. 1	- - -	398 46	226 17 4
463	Helen's, St., (St. Joseph's) R. 5	740 0 0	287 20	141 6 4
463	Helen's, St. (Parr Mount), Holy Trinity N. 1	409 13 4	279	138 2 10
463	Helen's, St. - W. 5	500 0 0	107	20 0 8
478	Hey Houses and Sabden N.	*75 0 0		
469	Heywood, Mechanics' Institute - B. 4	- - -	163 16	75 4 8
469	Heywood, New Jerusalem Factory - B. 3	- - -	178	100 14 2
469	Heywood, Queen St. - W. *c*			
469	Heywood, St. James' - N. 7	*360 0 0	374	218 11 0
	" - "	44 6 0		
469	Heywood, St. James' (Heady Hill) - - N. 7	235 5 0	101	41 13 1
469	Heywood (Hardfield), St. Luke's, Mount St. - N. 7	232 2 6	179	98 16 8
469	Heywood, St. Luke's, William St. N. 7	*78 0 0	229 59	140 1 0
	" "	1,882 0 0		
478	Higham - N.	*50 0 0		
465	Hindley - Ch. 12	- - -	185	86 14 10
465	Hindley, St. Benedict's - R. 4	835 4 0	91 20	55 3 2
465	Hindley - W. 5	- - -	102	38 10 4
480	Hippings - W. 4	- - -	199	104 19 2
480	Hoddlesden - N. 11	171 0 0	123 26	69 5 0
469	Holcombe - Ch. 6	- - -	33 15	10 14 6
480	Holden Fold N. 11	32 0 0	130 26	95 18 2
486	Holker - N. 6	- - -	95	52 7 10
477	‡Hollinbank, Evening - B.			
475	Hollins - W. 2	- - -	86	42 11 10
475	Hollinwood - N. 5	*180 0 0		
	" - "	22 8 0	234	111 15 8
482	Hoole - - N.	200 0 0		
485	‡Hornby - N.			
468	Horwich - N. 2	- - -	84	54 13 4
471	Hulme, Ch. Ch. - - B. 10	- - -	142	81 19 10
471	Hulme, Radnor Street - W. 9	- - -	225	82 3 2
471	Hulme, St. George's - N. 12	- - -	208	104 15 4
471	Hulme, St. John the Baptist's - N. 2	902 0 0	503	236 15 1
471	Hulme, St. Mark's - Ch. 3	428 2 9	314	136 16 1
471	Hulme, St. Mary's - N. 11			
471	Hulme, St. Michael's - Ch. 11	620 0 0	375	165 16 0
471	Hulme, St. Paul's - N. 11	- - -	224	109 7 6
471	Hulme, St. Philip's - N. 1	2,400 0 0	598 87	300 14 8
471	Hulme, Holy Trinity - N. 1	208 0 0	401	210 17 0
471	Hulme, Wilmot Street Free - - 1	- - -	155 40	87 5 0
474	Hurst - - N. 10	384 0 0	290	131 8 4
474	Hurst - - B. 7	- - -	139	75 7 10
479	Hurst Green N.	60 0 0		
479	Hurst Green R. 3	- - -	120	48 4 8
465	Ince, St. Catherine's N. 12	452 2 6	341	192 11 10
462	Ince Blundell R. 3	- - -	43	22 10 0
484	Inskip - - N. 5	125 0 0	58	26 1 0
473	Irlams o' the Height - B. 10	- - -	201	90 0 2
469	Irwell or Bury (Peel Street) - N.	*225 0 0		
	" - "	75 0 0		
468	Kearsley Moor Ch. 6	- - -	121	61 8 0

a School no longer exists.
b Inspection declined.
c Amalgamated in 1858 with Heywood Mechanics' Institute B.S.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
472	Kersall, St. Paul's - N. 3	- - -	123	64 2 8
462	Kirkby - N. 4	- - -	118	37 15 0
462	Kirkdale Industrial - U.			
462	Kirkdale, St. Aidan's - Ch. 11	- - -	192	76 5 6
462	Kirkdale, St. Mary's (Boys) N. 10	150 0 0	193	77 7 10
462	Kirkdale, St. Mary's (Girls and Infts.) N. 10	- - -	157	71 12 2
483	Kirkham - N. 5	- - -	228	119 5 6
483	Kirkham, The Willows - R. 5	- - -	58 15	23 7 9
462	Knotty Ash, St. John the Evangelist's P. 5	- - -	132	53 5 0
463	Knowsley - N. 4	- - -	76	44 10 8
467	Lamberhead Green, Atherton - - W. 5	684 0 0	105 10	52 8 0
465	Lamberhead Green - N. 12	270 10 0	245 23	130 7 4
	Lancashire (East) Union of Institutes:—			
477	Accrington.			
477	Burnley (1).			
478	Burnley (2).			
478	Crawshaw Booth.			
477	Haslingden.			
478	Nelson-in-Marsden.			
477	Newchurch-in-Rosendale.			
478	Padiham.			
478	Padiham, Literary.			
477	Rawtenstall.			
485	Lancaster, Parish (Boys) N. 5	120 0 0	558	253 16 0
485	Lancaster, Girls and Infants - N. 5	140 0 0	315	162 16 6
485	Lancaster - B. 4	*150 0 0		
	" - "	11 11 11	106	40 13 10
485	Lancaster - R. *a*	- - -	—	
485	Lancaster, St. Ann's, Girls and Infants N. 6	- -	195	99 10 8
485	Lancaster, St. Thomas' - N. 6	924 13 4	326	177 0 2
464	Lathom, St. James' - N. 2	260 0 0	93	49 6 10
482	Lea - - R.	250 0 0		
485	Leck, Boys Ch. 6	- - -	27	1 6 11
474	Lees Zion, Methodist New Connexion, Day 3	- - -	323	192 1 0
474	Leesfield - Ch. 5	- - -	312 69	191 14 0
467	Leigh - - N. 3	- - -	154 66	118 8 8
467	Leigh - - W. 9	- - -	95	45 8 6
467	Leigh, Lately Common - N.	45 0 0		
471	Levenshulme N. 11	494 0 0	64	76 19 2
468	Lever, Little N.	209 0 0		
468	Leverbridge N. 4	- - -	172	94 3 6
481	Leyland, Infants - - N. 2	*232 0 0		
	" - "	70 0 0	124	66 7 6
486	Lindale (in Cartmel) - N.	*50 0 0		
486	‡Lindale (Marton) - - N.			
462	Litherland - R. 3	- - -	38	5 5 2
476	Littleborough N.	170 0 0		
461	Liverpool, Akbar Float Frigate Reformatory.			
461	Liverpool, All Saints' N. 5	854 13 4	368	160 17 0
461	Liverpool, Brunswick (ErskineSt., late Prescot Street) - W. 11	1,220 13 0	541	226 2 2
461	Liverpool, Caledonian.			
461	Liverpool, Ch. Ch - N. 7	*337 0 0		
	" " - "	17 6 8	380	180 2 8
461	Liverpool, Cranmer (Vauxhall Road) - W. 11	1,779 0 0	422	181 12 10
461	Liverpool, Edge Hill Reformatory.			
461	Liverpool, Everton Crescent Indus. - R.			
461	Liverpool, Harrington B. 11	- - -	410	150 0 11
461	Liverpool, Hibernian - B. 11	418 0 0	379	201 1 4
461	Liverpool, Holy Cross R. 2	1,200 0 0	534 137	250 8 7
461	Liverpool, Hope St. - B. 12	- - -	389 64	245 19 10
461	Liverpool, Jordan Street - W. *b*			
461	Liverpool, Moorfields, Old Church N. 5	1,063 0 0	280	146 15 6
461	Liverpool, Mount Pleasant - B. 11	- - -	178	89 4 0
461	Liverpool, Mount Vernon Green, Girl's Reformatory.			

a Removed from inspection.

b School sold to Roman Catholics and since pulled down.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, North (Bond Street) - N. 5	92 6 8	356	169 13 4
462	Liverpool, Practising - R. 1	- - -	97	48 9 2
461	Liverpool, Prince Edwin Street - B. *a*			
461	Liverpool, Ragged and Industrial.			
461	Liverpool, Russell St., Welsh Charity - 7	- - -	258 / 53	132 14 0
461	Liverpool, Soho Street, Ragged.			
461	Liverpool (South), Cornwallis Street - N. 5	42 3 4	251	103 5 3
461	Liverpool, St. Andrew's - N. 5	- - -	241	113 3 2
461	Liverpool, St. Anne's (Edgehill) - R. 2	826 15 5	377	179 1 8
461	Liverpool, St. Anthony's - R. 2	- - -	764 / 32	175 8 0
461	Liverpool, St. Augustine's - - N. 6	*300 0 0		
	" " - "	951 15 0	353	175 13 10
461	Liverpool, St. Augustine's - - R. 2	- - -	298 / 20	124 1 5
461	Liverpool, St. Barnabas' - N. 7	881 1 0	209	87 8 0
461	Liverpool, St. Bartholomew's (Naylor St.) N. 7	413 10 0	142	47 9 0
461	Liverpool, St. Bride's N. 5	*625 0 0	534	337 9 0
461	Liverpool, St. Catherine's N. 5	*200 0 0	92	52 9 2
461	Liverpool, St. Elizabeth's Reformatory (Soho St.) R.			
461	Liverpool, St. Francis Xavier's - R. 2	1,228 0 0	714	312 9 6
461	Liverpool, St. George's Industrial - R.			
462	Liverpool, St. Helen's - R. 1	- - -	398	141 10 0
461	Liverpool, St. James' (Toxteth Park) N. 5	314 13 4	335	158 17 6
461	Liverpool, St. John's - N. 10	352 10 0	253	118 7 10
461	Liverpool, St. John's (Toxteth Park) N.	*450 0 0		
461	Liverpool, St. Jude's (Edge Hill) N. 7	- - -	468 / 21	226 0 4
461	Liverpool, St. Luke's - N. 5	*190 0 0		
	" " - "	24 16 0	204	112 8 4
461	Liverpool, St. Mark's N. 7	800 0 0	276	115 15 8
461	Liverpool, St. Martin's - N. 7	650 0 0	180	91 9 10
461	Liverpool, St. Mary's (Edge Hill) Ch. 7	1,500 0 0	413 / 9	192 6 0
461	Liverpool, St. Mary Magdalen - Ch. 7	- - -	186	96 17 2
461	Liverpool, St. Mary's (Raye St.) - R. 2	1,017 0 0	571 / 39	236 1 3
461	Liverpool, St. Nicholas' - R. 1	- - -	243 / 41	119 19 5
461	Liverpool, St. Oswald's - R. 2	- - -	270	141 9 1
461	Liverpool, St. Paul's - Ch. 7	- - -	242	120 4 2
461	Liverpool, St. Paul's (Prince's Park) - N. 11	600 0 0	503 / 102	329 14 6
461	Liverpool, St. Peters', Boys - - R. 1	- - -	90 / 30	8 16 0
461	Liverpool, St. Peter's, Girls and Infants - R. 1	- - -	311	141 7 6
461	Liverpool, St. Saviour's - N. 11	2,277 0 0	644	350 17 4
461	Liverpool, St. Simon's N. 11	700 0 0	332	159 10 8
461	Liverpool, St. Thomas' (Frederick St.) - N. 4	- - -	39	20 4 0
461	Liverpool, St. Thomas' (Mount Vernon Street) R. 1	10 0 0	257	116 2 1
462	Liverpool, St. Thomas' (Toxteth Park) - N. 5	937 0 0	525	274 4 6
461	Liverpool, St. Thomas' and St. William's (Blackstock Street) - R. 2	- - -	543 / 96	241 15 3
461	Liverpool, The Friends Free, Hackin's Hey - - B. 11	- - -	415	191 14 8
461	Liverpool, Toxteth - B. 12	- - -	311	102 3 9
461	Liverpool, Toxteth Park, Heath Street, Girls' Mission 11	- - -	207	87 13 4

a School not in existence.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Liverpool, Toxteth Park, Girls' Industrial Ragged.			
462	Liverpool, Toxteth Park Reformatory.			
462	Liverpool, Toxteth Park, Holy Trinity - Ch. 7	949 0 0	275	137 19 4
461	Liverpool, Trinity - Ch. 11	- - -	219	112 5 0
461	Liverpool, Vauxhall, All Souls' - N. 11	1,453 0 0	192	87 8 8
461	Liverpool, Windsor, St. Clement's - N. 9	1,025 18 9	557	254 19 8
461	Liverpool, Workhouse U.			
482	Longridge - N. 10	118 15 6	167	87 12 10
471	Longsight, St. John's - N. 3	497 10 0	243 20	136 17 8
486	Lowick - Ch. 6	277 0 0	124	58 8 0
467	Lowton, St. Mary's - N. 6	- - -	137 51	101 11 10
464	Lydiate - R.	140 10 0		
483	Lytham, St. John's - Ch. 5	277 7 6	127	64 10 0
483	Lytham, St. Peter's - R. 5	- - -	75	33 13 6
464	Maghull - N.	80 0 0		
473	Manchester, All Saints' Ch. 3	- - -	262 36	147 9 6
473	Manchester, All Souls' - N. 11	364 0 0	231	105 2 8
473	Manchester, Ancoats (Mill Street) Pres. 11	- - -	378	171 17 4
473	Manchester, Ancoats, Lyceum Factory - B. 4	- - -	158	116 1 4
473	Manchester, Ancoats (Piercy St.) Pres. 2	- - -	94	48 15 8
473	Manchester, Ancoats, St. Alban's R. 10	- - -	172 66	79 11 4
473	Manchester, Ancoats, St. Andrew's - N. 12	*300 0 0		
	" " - "	907 0 0	354 54	161 3 10
471	Manchester, Birch, St. James' - N. 3	- - -	170	92 11 2
473	Manchester (Buxton St.) Infants - B. 4	- - -	214	101 13 4
473	Manchester Cathedral - N. 1	*400 0 0		
	" " - "	36 0 0	231	94 13 8
473	Manchester Cathedral, Charity 11	27 4 8	74	*a*
473	Manchester (Cheetham Hill Road), Jews' 3	- - -	159	88 18 0
473	Manchester (Cheetham Hill) - W. 10	- - -	103	40 19 2
473	Manchester, Free - - 3	- - -	309	175 18 8
473	Manchester (Granby Row) - N. 11	200 0 0	365	170 4 8
473	Manchester, Lever St. - W. 10	- - -	80	46 10 0
473	Manchester, Lower Mosley St. - B. 10	*820 0 0	680	369 5 10
473	Manchester, Marshall St. B. 9	- - -	905	399 7 3
473	Manchester (Miles Platting) St. John's, Argyle Street Ch. 11			
473	Manchester (Miles Platting), Inst. B.	- - -	416	186 13
473	Manchester, New Jerusalem - Ch. 10	- - -	687	400 13
473	Manchester, Ragged, Industrial, and Reformatory, (Ardwick Green).			
473	Manchester and Salford Ragged and Reformatory.			
471	Manchester, Rusholme Road - - W.			
473	Manchester, St. Alban's, late Strangeways - N. 11	- - -	87	39 5 1
473	Manchester, St. Alphonsus' R. 10	- - -	189	83 10
473	Manchester, St. Anne's - N. 11	571 0 0		
473	Manchester, St. Barnabas' N. 1	1,153 18 4	478	233 17
473	Manchester, St. Chad's (Cheetham Hill) - - R. 10	620 0 0	568 43	227 4
476	Manchester, St. James'- N. 1	700 0 0	139	71 17
473	Manchester, St. John's - N. 2	66 0 0	324	155 6 1

a Grant refused unde Article 52 *d*.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
473	Manchester, St. Jude's - N. 1	- - -	368	165 1 6
473	Manchester, St. Luke's (Cheetham Hill) - - N. 2	- - -	104	54 19 2
473	Manchester, St. Luke's Infants (Cheetham Hill) - - N. 2	505 0 0	95	45 18 0
473	Manchester, St. Margaret's, Cornbrook St. (Boys) - N. 1	- - -	53	30 7 9
473	Manchester, St. Mark's (Cheetham Hill) - - N. 1	263 18 4	219	107 18 8
473	Manchester, St. Mary's R. 10	460 0 0	286 97	176 12 10
473	Manchester, St. Matthew's N. 1	461 2 6	176	97 4 6
473	Manchester, St. Michael's - N. 3	780 13 4	278	129 7 6
473	Manchester, St. Patrick's - R. 10	- - -	415 151	216 13 10
473	Manchester, St. Philip's - Ch. 11	786 13 7		
473	Manchester, St. Silas' - - N.	612 0 0		
473	Manchester, St. Stephen's - P.	701 2 0		
473	Manchester, St. Thomas' (Redbank) N. 2	531 0 0	226	109 8 10
473	Manchester, St. Wilfred's - R. 10	- - -	400 102	238 19 7
473	Manchester, Tomlinson Street, Dom. Mission - C	- - -	102	53 15 2
478	Marsden, Great - N. 3	250 0 0	181	74 9 8
478	Marsden, Little - N.	*100 0 0		
	,,	6 19 0		
481	Mawdsley - N.	85 0 0		
481	Mawdsley - R.	223 0 0		
481	Mawdsley - W. 6	- - -	27	14 12 10
473	Mayfield - B. 10	- - -	264	143 1 2
480	Mellor Brook N.	*110 0 0		
464	Meols, North P. 9	1,000 0 0	281	135 18 8
484	Michael's, St., on Wyre - N. 5	- - -	88	46 1 10
463	Micklehead Green - B. *a*			
475	Middleton - N. 3	321 0 0	150 38	90 18 4
475	Middleton, Barrowfields, Infants - N. 3	135 0 0	110	48 19 4
475	‡Middleton, Infants - N.			
475	Middleton, New Jerusalem - 2	- - -	240	129 13 0
475	Middleton, Trinity - N. 3	- - -	66	21 18 11
476	Milnrow - N. 6	570 0 0	187 53	117 9 6
476	Milnrow - B.	90 0 0		
482	Moor Park - W. 4	- - -	75 79	22 7 0
475	Moorside - Ch. 5	- - -	138	69 13 4
474	Mossley, St. George's - N.	465 0 0		
474	Mossley, St. Joseph's - R. 11	- - -	77 37	49 2 6
463	Moss Bank - N. 1	303 0 0	126	62 3 11
473	Moston - N.	174 0 0		
477	Musbury - N. 4	- -	143 23	106 19 4
478	Nelson in Marsden, Infants 3	- -	81	37 13 0
486	Newbarns - Ch. 6	- -	99	44 19 8
464	Newburgh (Ormskirk) N. 3	- - -	82 8	28 6 0
464	‡Newburgh - B.			
467	Newchurch, near Warrington - Ch. 4	- - -	107	40 0 0
477	Newchurch, Mechanics' Institute - B. 9	- - -	149 76	101 4 10
477	Newchurch in Rosendale - N. 4	- - -	187	108 11 2
482	Newsham, St. Mary's - R. 5	- - -	22	6 19 2
473	Newton Heath, All Saints' (No. 1) - N.	913 13 4		
473	Newton Heath, All Saints' (No. 2) - N. 4	254 6 8	184 24	91 6 8
473	Newton Heath, All Saints', Inf. 4	- - -	175	72 17 0
473	Newton Heath, Hulm Hall Lane - - W. 6	- - -	92	27 14 8
466	Newton, St. Peter's - N.	1,216 0 0		
476	Norden - N. 6	128 0 0	81	21 5 11
476	‡Oakenrod, Factory and Evening.			
480	Oakenshaw - W. 5	- - -	90	40 5 8
475	Oldham - B. *b*	*254 0 0		
475	Oldham (St. Domingo Street) - W. 7	- - -	362	200 12 0
475	Oldham, St. James' (Greenacres Moor) N. 4	*165 0 0		
	,, ,,	58 10 0	286	131 2 0
475	Oldham, St. Marie's - R. 11	1,451 0 0	304 134	181 18 10
475	Oldham, Parish Church School - 4	1,000 0 0	442 79	215 14 4
475	Oldham, St. Peter's - N. 4	*588 0 0		
	,, ,,	650 0 0	266	126 15 0

a School closed.

b Discontinued as an elementary school for the education of the poor.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
471	Openshaw - N. 3	165 6 4	147 8	58 19 0
466	Orford, Endowed - 9	12 0 0	104	51 4 0
464	Ormskirk - N. *a*			
464	Ormskirk, United Charity - - 3	342 3 4	405	202 10 4
465	‡Orrell, St. James' - R.			
480	Oswaldtwistle, Belthorne, and Daisey Green - N. 4	*96 0 0	64 19	44 19 10
	"	479 0 0		
480	Oswaldtwistle " Busk, Infant 4	*93 0 0	164	81 17 6
	"	45 0 0		
480	Oswaldtwistle " (Cabin End) N. 4	*120 0 0	109 24	76 10 6
	"	523 0 0		
480	Oswaldtwistle " (New Lane) N. 4	232 10 0	115 16	66 11 2
480	Over Darwen, Trinity - N. 11	*200 0 0		
	" "	792 8 0	303	128 11 2
473	Paddington, St. Paul's - N. 9	448 0 0	344	169 16 2
473	Paddington, St. Paul's, 2nd Infant N. 9	- - -	160	73 5 6
466	Padgate - N.	150 0 0		
478	Padiham - Ch. 3	- - -	111 11	42 13 6
478	Padiham, Infant - - 3	465 0 0	62	33 6 6
478	Padiham - B. 4	- - -	133	58 6 4
478	Padiham - W. 5	- - -	375 58	222 14 0
466	Park Lane (Ashton-in-Makerfield) R. 5	- - -	164	64 19 2
463	Parr, Brookfield - - Ch. 1	214 8 0	107	51 13 0
463	Parr, St. Peter's (St. Helen's) - N. 12	386 16 8	158	89 10 6
470	Patricroft, Holy Cross - R. 11	- - -	69	28 12 9
470	Patricroft, Mechanics' Institute - B. 10	326 2 8	185	85 10 10
463	Peasley, Infant - - Ch.	171 0 0		
463	Peasley, Holy Trinity - N. 1	- - -	151	64 0 0
465	Pemberton (Goose Green) N.	*30 0 0		
472	Pendlebury, Ch. Ch. - 10	- - -	202 65	102 12 8
472	Pendlebury, St. John's - N. 10	287 10 0	182	83 6 8
472	Pendleton, Brunswick W. 3	845 0 0	168	80 3 8
472	Pendleton, St. Thomas' - N. 10	*60 0 0	224	85 12 1
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
466	Penketh, "Day Star" - - W. 9	270 0 0	50	26 14 2
486	Pennybridge N.	*70 0 0		
480	Pickup Bank N. 11	- - -	79	41 8 0
469	Pilkington (Park Lane) B. 4	- - -	286	153 6 8
484	Pilling - - N. 5	483 0 0	120	48 14 6
469	Pimhole - Ch. 7	- - -	66 35	39 6 8
469	Pits-o'-th'-Moor - - W. 9			
480	Pleck Gate, St. John's - N. 12	- - -	81	40 18 7
465	Poolstock - Ch. 12	- - -	152	86 0 0
485	Poulton-le-Sands - N. 6	740 0 0	164	23 16 6
463	Prescot, St. Mary's - R. 5	- - -	108	46 1 4
482	Preston, All Saints' - N. 10	466 5 0	442 60	230 4 2
482	Preston, Central - - N. 10	- - -	359	164 4 10
482	Preston, Ch. Ch. - - N. 10	*105 0 0		
	" "	1,142 0 0	230	122 18 2
482	Preston (Croft St.) - W. 4	- - -	123 69	95 1 4
482	Preston (Orchard Street) Methodist Free Church 4	517 0 0	139	49 0 5
482	Preston, St. Augustine's R. 5	- - -	362 213	173 12 1
482	Preston, St. Ignatius' - R. 5	- - -	411	250 0 1
482	Preston, St. James' - N. 10	501 0 0	338	164 16 6
482	Preston, St. Joseph's - R. 5	- - -	146	58 8 6
482	Preston, St. Luke's - N. 10	187 13 8	173	65 19 2
482	Preston, St. Mark's, Boys - - N. 10	- - -	73	40 5 10
482	Preston, St. Marks', Infant - - N. 10	- - -	127	48 2 4
482	Preston, St. Mary's - N. 10	*250 0 0		
	" "	244 0 0	533 62	291 19 0
482	Preston, St. Paul's - N. 11	361 9 2	903 68	441 5 10
482	Preston, St. Peter's, Boys - - N. 11	222 0 0	503	65 0 0
482	Preston, St. Peter's, Girls and Infants N. 11	1,177 12 0		199 4 4
482	Preston, St. Thomas' - N. 10	483 0 0	486 95	280 19 2
482	Preston, St. Thomas', Infants - - N.			
482	Preston, St. Wilfred's - R. 5	80 0 0	458 211	284 6 6

a School abandoned.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
482	Preston, The Talbot - R. 5	- - -	524 158	310 4 0
482	Preston, Holy Trinity - N. 10	657 13 4	218	96 4 0
482	Preston (Upper Walker Street) - R. 5	320 0 0	314 76	186 10 10
473	Prestwich - N. 3	- - -	209	114 2 10
473	Prestwich (Rooden Lane) - B. 3	250 0 0	173	83 9 8
485	Quernmore - N. 6	*35 0 0		
	,, ,,	92 5 0	38	18 12 0
469	Radcliffe, Bank Top - Ch. 6	450 0 0	112 42	83 4 2
469	Radcliffe, Black Lane Ch. 6	- - -	96 22	68 10 10
469	Radcliffe Bridge, St. John's - N. 7	- - -	219 46	125 15 6
469	Radcliffe Bridge - W 6	- - -	98	47 2 8
469	Radcliffe Hall - N. 6	*405 0 0	194 20	106 12 0
469	Radcliffe, St. Thomas' - Ch. 7	- - -	163 34	104 9 2
469	Radcliffe - W. 4	130 0 0	77	39 18 6
463	Rainford (at Crank Hill) N.	117 0 0		
463	Rainford - N. 4	209 5 0	82	42 9 8
463	Rainhill - N. 5	175 0 0	40 28	29 7 0
463	Rainhill (Boys) - R.			
463	Rainhill (Girls) - R. 5	- - -	58	31 2 4
469	Ramsbottom, New Jerusalem - 6	- - -	71	32 18 10
463	Ravenhead Colliery - N. 1	- - -	66 15	41 19 8
463	Ravenhead (Plate Glass Company's) B. 4	- - -	238 34	138 8 8
484	Rawcliffe Hall - N. *a*			
477	Rawtenstall N. 4	*200 0 0	288	212 13 2
477	Rawtenstall (Holly Mount) - B. 2	- - -	166	112 14 10
477	Rawtenstall W. 2	- - -	164	98 11 4
477	Read (in Whalley) - N.	*60 0 0		
452	Reddish, Albert - - B. 6	- - -	82 32	51 3 0
475	Rhodes - Ch. 3	390 10 8	77	44 15 10
482	Ribchester, St. Peter's and St. Paul's - R. 5	- - -	49	28 0 6
480	Rishton - R. *b*			
467	Risley - Pres. 3	148 0 0	52	22 18 6
476	Rochdale - P. 5	188 0 0	384	174 8 0
476	Rochdale - B.	*250 0 0		
476	Rochdale, St. Alban's (Boys) - Ch. 5	- - -	78 29	47 5 5
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Rochdale, St. Alban's (Girls) - N. 5	636 0 0	164	86 6 2
476	Rochdale, St. Chad's - N. 5	431 0 0	173	*c*
476	Rochdale, St. John's - R. 11	- - -	159 50	89 5 3
476	Rochdale (St. Mary's District) - - N. 5	35 13 6	284	109 14 10
476	‡Rochdale, St. Patrick's - R.			
476	Rochdale - W. 2	- - -	263	105 18 8
478	Rough Lee - B. 5	- - -	61	35 16 8
475	Royton, St. Paul's - N. 5	15 0 0	123 64	81 10 7
475	Royton - W. 2	- - -	146	47 5 4
471	Rusholme, Trinity, and Girls' Industrial - - Ch. 12	598 15 0	159	81 5 4
474	Ryecroft - B. 7	- - -	353	162 6 6
479	Sabden - B. 4	- - -	148	87 5 8
	‡Salem, Moravian.			
480	Salesbury - N. 11	240 0 0	76	28 19 4
472	Salford (Broughton Road) - W. 3	- - -	186	109 0 10
472	Salford (Chapel Street) Girls Scotch Pres. 10	- - -	65	32 3 0
472	Salford, Ch. Ch. N. 2	- - -	385	192 2 2
472	Salford (Ellor Street) - B.	*200 0 0		
	,, ,,	50 0 0		
472	Salford (Gravel Lane) - W. 3	- - -	452	221 10 2
472	Salford (Great George Street) Model - N. 12	468 0 0	377	175 17 4
472	Salford, Industrial and Ragged.			
472	Salford (Mount Street), Boys and Infants Scotch Pres. 10	- - -	121	56 13 4
472	Salford, New Jerusalem Ch. 10	- - -	418	213 19 0
472	Salford, St. Bartholomew's N. 12	437 0 0	342	171 1 4
472	Salford, St. John's - R. 11	- - -	602 286	368 19 0
472	Salford, St. Matthias' - N. 2	500 0 0	280	148 8 2
472	Salford, St. Peter's, Greengate - R. 11	475 0 0	270	108 2 6
472	Salford, St. Philip's, Infant - - 4	- - -	101	47 7 2
472	Salford, St. Simon's - N. 4	1,109 0 0	120	56 13 0
472	Salford, St. Stephen's - N. 4	- - -	206	106 18 4

a School has passed into other hands. *b* Removed from inspection. *c* Grant refused under Art. 515.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
472	Salford, St. Stephen's, Infant Ch. 4	- - -	152	86 5 4
472	Salford, Trinity Ch. 4	- - -	54	25 4 0
472	Salford, Working Men's College - 2	- - -	267 27	152 8 2
482	Samlesbury - N.	*120 0 0		
466	Sankey Chapel N. 10	27 0 7	59	35 3 4
486	Satterthwaite and Rusland N. 6	100 0 0	40	*a*
464	Scarisbrick Ch.			
484	Scorton - B. 4	- - -	57	17 7 4
485	Scotforth - N.	50 0 0		
462	Seaforth - Ch. 11	259 0 0		
468	Sharples, Messrs. Ashworth's B. 9	- - -	121	70 1 2
475	Shaw - - N. 5	*200 0 0		
	" "	96 5 0	250	113 6 8
475	Shaw - - W. 4	- - -	172 21	92 2 2
465	Shevington Ch. 11	- - -	42	24 6 6
469	Shuttleworth N. 6	250 0 0	120 23	54 3 0
485	Silverdale - N.	87 0 0		
483	Singleton Ch. 5	- - -	50	20 17 1
485	Skerton, St. Luke's - N.	*120 0 0		
	" "	30 0 0		
476	Smallbridge, St. John's - N. 7	*200 0 0	286	163 5 4
468	Smithill's Deane N.	60 0 0		
481	South Hill (Whittle-le-Woods) - R. 4	424 0 0	59	5 14 9
464	Southport - B.	*60 0 0		
464	Southport, Ch. Ch. - N. 10	*57 0 0		
	" "	315 0 0		
464	Southport, St. Mary's - R. 11	- - -	40	15 0 9
464	Southport, St. Paul's - N. 10	123 0 0	258	116 13 6
464	Southport, Talbot Street - W. 1	- - -	111	29 17 3
464	Southport, Holy Trinity - N. 10	1,147 15 0	227	102 8 6
483	Southshore - N. 5	80 0 0	58	10 6 3
476	Spotland - N. 7	*166 0 0		
	" "	60 9 1	109	69 0 0
469	Stand - - N.	*270 0 0		
465	Standish - N. 12	- - -	199	17 15 8
462	Stanley, St. Anne's - N. 11	436 0 0	293	155 14 2
486	Staveley (in Cartmel), Endowed - -	32 0 0		
477	Stonefield - N.	*60 0 0		
470	Stretford - N. 2	566 17 6	250 59	135 6 4
476	Stubbylee, St. Saviour's Ch. 7	- - -	126 18	82 18 0

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Summerseat W. 9	- - -	176	106 19 6
463	Sutton, St. Helen's - N. 11	588 15 0		
463	Sutton, St. Anne's - R.			
463	Sutton, St. Joseph's - R. 5	754 0 0	140	39 16 9
470	Swinton Ch. 10	- - -	199	101 15 10
470	Swinton, Industrial - U.			
470	Swinton Pres. 4	- - -	118	32 1 7
478	Symonstone N.	*52 0 0		
464	Tarleton - N.	*120 0 0		
464	Tarleton (The Holmes) - N.	166 0 0		
475	Thornham - N.	*100 0 0		
485	Thurnham - R. 6	- - -	42	6 15 6
480	Tockholes - N.	50 0 0		
495	Todmorden - N. 4	510 10 0	171	37 2 1
475	Tonge-cum-Alkington - N. 3	301 16 8	90	43 6 10
469	Tottington, St. Anne's N. 7	*189 0 0	37	14 4 0
469	Tottington Mill - - B. 8	- - -	33	24 15 0
478	Towneley, Infant - - R. 3	- - -	132	66 19 2
478	Trawden - N.	140 0 0		
477	Tunstead - N. 4	*110 0 0	151	81 19 8
467	Tyldesley Ch. 4	948 0 0	385 19	213 11 1
481	Ulneswalton N.	35 0 0		
486	Ulverstone - N. 7	*150 0 0		
	" "	124 4 6	500	276 3 2
486	Ulverstone - W. 4	- - -	58	24 7 10
469	Unsworth, St. George's - N.	452 0 0		
469	Unsworth - W.			
465	Upholland, Girls - - N. 12	198 0 0	67	31 16 8
465	Upholland, Grammar - 12	- - -	80	23 11 0
465	Upholland, Lord Crawford's - Ch.			
465	Upholland Moor - - N. 12	108 5 4	71	33 2 0
470	Urmston Ch. 12	225 12 0	70	36 8 8
486	Urswick (Grammar) Ch. 6	- - -	72	31 12 0
472	Walkden Moor N. 6	- - -	355	128 2 8
469	Walmersley, Ch. Ch. - N. 6	*150 0 0	128	68 17 8
482	Walmer Bridge B. 4	- - -	90 9	46 1 9
468	Walmsley - N.	*200 0 0		
	" "	150 0 0		
462	Walton Breck, Trinity - N.	420 10 0	78	*a*
482	Walton-le-Dale N. 10	*300 0 0	177	108 9
	" "	149 0 0		
462	Walton-on-the-Hill - - N. 11	- - -	115	52 3
476	Wardle - N. 6	270 0 0	111	37 19

a Grant refused under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
466	Wargrave - N. 10	588 5 1	212	111 5 0
466	Warrington B. 10	532 10 0	246	131 0 2
466	Warrington, Boys, Model N. 10	*500 0 0		97 13 4
466	Warrington, Girls and Infants, Model N. 10	31 1 0 676 10 0	508	162 14 2
466	Warrington, Heathside, St. Paul's and Trinity - N. 11	442 0 0	519	284 18 0
466	Warrington, St. Alban's R. 5	- - -	169	72 3 4
466	Warrington, St. Alban's, Girls and Infants - R. 5	639 0 0	300	94 17 2
466	Warrington, St. Ann's Ch. 10	415 0 0	130	60 0 4
466	Warrington, St. Paul's Ch.	95 0 0		
466	‡Warton, Parish Grammar.			
475	Waterhead - N. 5	187 13 4	134	78 1 2
462	Waterloo, Ch. Ch. - N. 5	211 0 0	42	21 1 4
462	Wavertree, Infants - B. 11	- - -	42	22 10 0
462	Wavertree, St. Mary's Ch. 9	- - -	50	12 10 11
483	Weeton - N.	- - -	57	31 7 4
480	Wensley Fold N.	245 0 0		
462	West Derby - P. 10	1,567 16 0	271	130 10 10
462	West Derby U.			
468	Westhoughton P. 4	612 0 0	93 20	52 19 10
468	Westhoughton, Daisy Hill, Infants - N.	43 0 0		
467	Westleigh - N. 2	- - -	102 56	77 16 10
467	Westleigh Mill N. 2			
479	Whalley - N. 4	*40 0 0		
	" "	183 0 0	52	31 4 4
470	Whalley Range, St. Margaret's.			
481	Wheelton - N.	50 0 0		
481	White Coppice N.	75 0 0		
485	Whittington N. 6	- - -	40	19 19 2
481	Whittle-le-Woods N. 2	*53 0 0		
	" "	77 10 6	112	49 16 2
476	Whitworth - N. 6	- - -	132	47 12 7
463	Widnes Dock N. 10	30 0 0	219	96 16 10
463	Widnes Dock, St. Mary's - N.	235 0 0		
463	Widnes Dock, St. Marie's R. 5	302 10 0	176	39 10 0
465	Wigan, Blue Coat - - N. 11	329 0 0	294	81 10 8
465	Wigan Pres. 4	90 0 0	137	68 9 6
465	Wigan, St. Catherine's N. 11	*450 0 0	203 26	84 18 4
465	Wigan, St. George's - N. 11	*306 0 0		
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
465	Wigan, St. John's - R. 4	144 13 4	356	195 16 11
465	Wigan, St. Joseph's - R.			
465	Wigan, St. Mary's - R. 4	126 11 6	302 32	147 18 5
465	Wigan, St. Patrick's - R. 4	920 0 0	368	169 19 10
465	Wigan, St. Thomas' - N. 12	578 8 0	357	175 17 10
465	Wigan - - W. 5	1,644 0 0	260	71 5 1
468	Wingate, St. John's - N. 4	47 15 0	76 26	48 18 2
471	Withington, St. Paul's - N. 3	100 0 0	92	40 13 4
481	Withnell Mill W. 3	- - -	73 10	35 5 5
480	Witton, St. Mark's - N.	204 0 0		
482	Woodplumpton Ch.	226 17 6		
463	Woolton, Little N.	137 0 0		
463	Woolton, Much N. 6	300 0 0	218	105 9 7
463	Woolton - R. 3	- - -	112	38 0 0
470	Worsley - N. 9	- - -	327 47	183 0 10
470	Worsley, Edgefold, Infant N. 9	- - -	41	22 10 0
470	Worsley, Ellenbrook, Night N.			
470	Worsley, Roe Green - N. 9	- - -	38 24	27 2 10
485	Yealand, Conyers - - N.	76 0 0		
	LEICESTERSHIRE.			
414	‡Appleby - B.			
408	Arnesby - N. 6	- - -	39	25 6 3
418	Asfordby -Ch. 5	- - -	82 17	61 15 7
414	Ashby-de-la-Zouch - N. 4	*250 0 0		
	" "	60 0 0	259	134 5 6
414	Ashby-de-la-Zouch, Endowed Grammar - - 4	- - -	144	22 10 0
408	Ashby Magna Ch.			
411	Aylestone - N.	75 0 0		
414	Bardon Park B. *a*			
416	Barkby - P. 3	- - -	82	43 3 9
443	Barkstone - N. 5	- - -	90	39 17 7
416	Barrow-upon-Soar - -Ch. 5	200 0 0	91	29 6 11
412	Barwell -Ch.			
416	Belgrave - N. 3	*60 0 0		
	" "	326 0 0	126	75 5 0
415	Belton - - N.	82 0 0		
416	Birstall - N. 3	165 0 0	73	46 12 6
411	Blaby - - N.	128 13 6		
414	Blackfordby N.	20 0 0		
427	Bottesford - N. 5	418 3 0	59	12 0 0

a School closed.

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	LEICESTER—*cont.*	£ s. d.		£ s. d.
409	Bowden, Great N.	*60 0 0		
418	Branstone - N.	70 0 0		
444	Breedon-on-the-Hill - N.			
408	Broughton Astley - N.	95 0 0		
418	Buckminster N.	40 0 0		
412	Burbage - N. 6	- - -	78	51 15 0
412	Burbage - W. 7	- - -	53	22 2 11
410	Burton Overy N. 7	- - -	46	22 0 10
414	Coalville - N. 3	*70 0 0		
	„ „ - „	120 0 0	108	29 2 6
414	Coalville - B. 5	- - -	180	74 16 0
427	Croxton Key-rial - - N.	75 0 0		
418	Dalby, Old - B. 5	- - -	100	43 19 2
444	Diseworth - Ch.	190 0 0		
444	Donington, Castle - P. 3	620 0 0	172	94 7 2
412	Earl-Shilton N. 7	389 14 0	157 15	97 11 1
418	Eaton - P.			
418	Edmondthorpe N. 4	- - -	46	17 17 0
411	Enderby - N. 7	411 0 0	79	61 8 3
418	Frisby-on-the Wreak - N.	121 5 9		
408	Gilmorton - N. 6	120 0 0	51	32 3 9
411	Glenfield - N. 7	- - -	46	10 12 0
410	Glenn, Great Ch. 7	- - -	79	62 5 0
414	Grace Dieu - R. 9	- - -	103	22 13 4
414	Griffydam - W. 5	349 16 8	125	56 3 4
413	Groby - - Ch. 7	- - -	44	24 0 10
418	Harby - - N. 5	290 0 0	55	40 5 7
415	Hathern - N. 3	254 0 0	89	42 11 0
414	Heather - N.	40 0 0		
412	Higham-on-the-Hill - N. 6	*46 0 0		
	„ „ „	23 12 6	60	36 7 3
412	Hinckley - N. 6	- - -	157	93 5 10
412	Hinckley, Holy Trinity - N. 5	220 0 0		
418	Hose - - N.	80 0 0		
414	Hugglescote N.	272 10 0		
414	Hugglescote and Donington - N. 3	*51 0 0	96 8	38 17 10
410	Humberston N. 3	- - -	60	33 17 11
409	Husband's Bosworth - N. 6	405 0 0	84 21	74 5 2
413	Ibstock - B. 5	143 5 0	78	33 0 2
413	Ibstock - N. *a*			
444	Kegworth - N. 3	133 0 0	122	32 5 11
409	Kibworth Beauchamp N. 7	147 0 0	68	29 15 7
408	Kilworth, North - N. 6	- - -	40	20 14 0
408	Kilworth, South - N. 6	*40 0 0		
	„ „	77 0 0	30	2 6 10
408	Kimcote - N.			
411	Kirby Muxloe Ch. 3	- - -	64	36 8 0
411	Knighton - N.	45 0 0		
427	Knipton - N. 5	- - -	55	37 19 1
417	Leicester (Archdeacon Lane), Infant - B.	*100 0 0		
417	Leicester, Central County N. 3	- - -	225	108 16 3
417	Leicester, Ch. Ch. - - N. 6	150 0 0		
417	Leicester (Curzon Street) N. 6	237 3 4		
417	Leicester (Great Meeting), Day B. 5	- - -	506	193 12 1
417	Leicester (Hill Street) - B. 5	*759 0 0		
	„ „ „	120 0 0	842	285 3 9
417	Leicester (Knighton Street) - N. 3	- - -	219	99 4 10
417	Leicester - U.			
417	Leicester, St. John's - N. 3	- - -	359 66	216 7 2
417	Leicester, St. Margaret's N. 3	*425 0 0	342 10	176 0 8
417	Leicester, St. Martin's Charity - - 3	- - -	279 75	163 11 2
417	Leicester, St. Mary's (Laxton Street) Ch. 3	485 10 0	328	156 14 0
417	Leicester, St. Mary's, Old P. 3	- - -	177	95 14 1
415	Loughborough, All Saints' N. 3	- - -	80	*b*
415	Loughborough, Emanuel - N.			
415	Loughborough, Emanuel, Infant - - N. 3	411 0 0	245	85 14 8
415	Loughborough, Lancasterian 5	163 0 0	418	110 8 4
415	Loughborough, St. Marie's R. 9	- - -	106 18	48 4 6
415	Loughborough W.	*c*		
409	Lubenham - N. 2	527 0 0		
408	Lutterworth Ch. 6	- - -	60	19 14 5
409	Market Harborough - B.	*205 0 0		
409	Market Harborough - N. 6	*100 0 0		
	„ „ „	109 3 4	183 8	122 13 1
413	Markfield Ch.	158 7 6		
418	Melton Mowbray, Free N. 5	20 0 0	324	189 10 8
418	Melton Mowbray - - Ch.	100 0 0		
418	Melton Mowbray - - B. 5	- - -	262	104 7 7
414	Moira - - Ch. *d*			
	Mount St. Bernard, Agricultural Colony, Reformatory R.			
413	Nailstone - N. 3	- - -	47	31 17 7
413	Nailstone, Infants - - N.			

a Inspection withdrawn. *b* Grant withdrawn under Article 52*d*. *c* School closed.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
411	Oadby - - N. 7	220 0 0	52	*a*
413	Peckleton, Juvenile Reformatory.			
416	Queeniborough N. 3	85 0 0	57	26 11 5
416	Quorndon - N. 5	*48 0 0		
	,, ,,	89 10 6	98	53 0 6
416	Rearsby - Ch.			
427	‡Redmill - N.			
416	Rothley - - N.	*69 0 0		
	,, ,,	17 3 4		
418	Scalford - N.	20 0 0		
412	Sharnford - N. 6	79 0 0	36	22 11 3
415	Sheepshed - N. 3	*200 0 0		
	,, ,,	68 0 0	259	112 0 3
415	Sheepshed - R.			
397	Sheepy Magna N. 5	108 0 0	45	30 4 4
416	Sileby - - N. 5	578 0 0	124	89 8 6
413	Stapleton - N. *b*	75 0 0		
412	Stoke Golding, Grammar - -	40 0 0		
418	‡Stonesby - N.			
414	Swannington N. 4	276 12 0	70	25 6 10
418	Sweepstone - N.	40 0 0		
416	Syston - N. 3	- - -	160	83 2 6
414	Thringstone N.	73 9 4		
411	Thurlaston - N. 7	444 6 0	81 / 15	71 9 5
416	Thurmaston N. 3	180 6 0	118	69 4 3
418	Twyford - N. 3	76 0 0	60	22 10 0
418	Twyford - W. 5	- - -	29	11 12 6
418	Waltham-on-the-Wolds N. 5	- - -	94	59 17 1
415	Whatton, Long N. 3	- - -	81	41 19 6
414	Whitwick - N. 3	*45 0 0		
	,, ,,	696 0 0	187	45 1 6
411	Wigston, Great N. 7	137 10 0	159 / 16	115 2 11
411	Wigston, Great B. 5	- - -	138	56 16 10
416	Woodhouse - N.	*66 0 0		
416	Woodhouse Eaves - N. 5	118 0 0	133 / 27	51 10 0
414	Woodville - N.	191 6 8		
415	Wymeswold N. 2	139 0 0	52	17 5 3
418	Wymondham Ch. 5	- - -	65	18 15 2
	LINCOLNSHIRE.			
430	Alford - - N. 5	23 18 6	189	29 1 5
433	Alkborough N. 11	- - -	40	18 0 0
433	Appleby - N. 11	- - -	78	42 18 0
429	Asterby Achams - Ch.	152 10 0		
428	Bardney, Kitching's Charity.			
428	Bardney - W. 2	391 0 0	100	34 3 7
442	Barkstone - N.	*50 0 0		
427	Barrowby - Ch. 11	- - -	85	30 13 1
433	Barton-on-Humber - N. 10	421 6 8	184	87 19 0
	LINCOLN—*cont.*			
433	Barton-on-Humber - W. 2	616 15 0	173	83 17 4
442	Bassingham N. 2	244 0 0	61 / 7	26 17 6
442	Bassingham W. 1	279 0 0	63	29 16 2
432	Beesby - N.	15 0 0		
431	Belleau and Aby - - N. 4	165 10 0	107 / 6	49 6 11
442	Bennington, Long - - N. 2	243 0 0	50	11 13 4
425	Bicker - N.	72 0 0		
431	Binbrooke - N.	100 0 0		
434	Blyton - N.	75 0 0		
430	‡Bolingbroke, New - - N.			
430	Bolingbroke, Old, and Hareby, Girls N.	65 0 0		
430	Bolingbroke, Old, Mixed N. 5	45 0 0	98	22 18 8
425	Boston - N. 6	632 17 8	251	103 14 10
425	Boston - B. 3	28 19 5	148	67 11 2
425	Boston, East, Infant - 6	- - -	47	22 18 0
425	Boston - W. 3	458 7 0	186	80 9 4
425	Boston, St. James', West Church - N. 6	- - -	345	176 1 10
433	Bottesford - N. 4	100 0 0	52	35 5 2
422	Bourne (East-gate) Mixed, Infants - 3	- - -	78	25 18 2
442	Brant-Broughton - - W. 1	- - -	63	24 19 8
432	Brocklesby Park - - N. 11	- - -	95	50 0 6
430	Burgh - - W. 2	219 10 0	53 / 4	22 6 7
430	Burgh-le-Marsh N. 5	- - -	102 / 29	26 7 10
427	‡Burton Coggles P.			
434	Butterwick, West - Ch. 4	- - -	46	19 5 11
432	Caistor - N. 3	456 0 0	130	96 5 4
442	Carlton-le-Moorlands N.			
431	Carlton, Little, Infant - N.	90 0 0		
432	Claxby - - N.			
442	Claypole - N. 2	- - -	52	10 4 6
432	Cleethorpe - N. 9	349 1 5	93	51 19 2
431	Cockerington N.	42 0 0		
427	Colsterworth N. 5	- - -	97	34 14 2
429	Coningsby - N.	*60 0 0		
429	‡Coningsby - W.			
431	Covenham, St. Mary's - N. 3	29 1 0	75	36 10 11
422	Deeping, St. James' - N. 7	- - -	124	68 16 4
421	Deeping, West, Charity - Ch. 7	- - -	36	6 3 6
428	Doddington N. 1	- - -	32	17 2 2
431	Donington-on-Baine - N.	190 0 0		

a Grant refused under Article 51*d*.

b School closed for want of funds.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
428	Dunholme - Ch. 11			
428	Dunston - N.	45 6 8		
511	Epworth - N. 4	93 10 0	75	31 9 9
426	Ewerby - Ch. 7	- - -	52	12 10 3
434	Ferry, West W. 2	- - -	68	31 15 4
428	Fiskerton - N. 11	278 0 0	50	12 15 11
442	Foston - - N.	84 0 0		
430	Friskney, Endowed - Ch. 5	350 0 0	99	42 10 0
429	Fulletby - N.	115 0 0		
434	GainsboroughN. 5	168 0 0	155	33 16 8
434	Gainsborough W. 2	250 0 0	186	97 5 4
431	Gayton-le-Marsh - N.	*31 0 0		
424	Gedney, Drove End - - Ch. 7	264 0 0	37	13 9 10
424	Gedney Hill P.	286 0 0		
433	Glandford Brigg N. 4	425 0 0	139 13	122 15 3
423	Gosberton - N.	256 19 4		
433	Goxhill - W. 2	360 0 0	72	42 6 6
427	Grantham - N. 3	1,528 0 0	349 104	204 3 4
427	Grantham - B. 10	*100 0 0		
	" "	25 11 4	85	40 2 10
427	Grantham (Brownlow), Infants and Sunday - Ch. 3	*105 0 0		
	" " "	150 0 0	95	48 15 8
427	Grantham, Hurst's Charity - - *a*			
427	Grantham, St. Mary's - R.			
427	Grantham (Little Gonerby), Infant - - N. 3	- - -	179	52 11 9
427	Grantham (Welby) Infants N. 3	308 0 0	121	57 17 11
432	Grasby - N. 3	- - -	41	30 13 7
421	†Greatford - N.			
432	Grimsby, Great, Boys and Girls - - N.	344 18 9	161	58 2 7
432	Grimsby, Great, Girls - - Ch.			
432	Grimsby, Great R.			
432	Grimsby, Great W. 2	1,050 0 0	366	178 16 0
426	Hale Magna Ch. 3	- - -	69	24 19 3
433	Halton, East P.	18 0 0		
430	Halton Holegate - - N. 5	135 0 0	62	28 13 6
428	Harmston - N. 2	155 7 0	49 3	20 13 3
432	Hatcliffe - W.	255 0 0		
426	Heckington N. 6	108 0 0	81	34 0 4
428	Heighington, Girls - - N. *b*			
426	†Helpringham N.			
427	Heydour - N.			
430	Hogsthorpe N. 5	400 0 0	72	36 14 10
424	Holbeach, Girls - - N. 7	75 0 0	70	32 18 3
424	Holbeach, St. John's - N.	75 0 0		
433	Holland, New N. 10	- - -	93	39 2 0
428	Holton-le-Bickering Ch. 12	- - -	22	8 17 6
429	Horncastle - N. 2	46 10 0	201 35	107 16 10
429	Horncastle - W. 3	787 0 0	143	70 9 2
429	Horsington - N.	197 2 6		
433	Howsham - B. 2	- - -	61	30 12 2
430	Huttoft - N.	39 0 0		
430	Keal, West - N. 5	- - -	39	22 10 8
426	Kirkby-la-Thorpe and Asgarby - Ch.	106 5 0		
433	Kirton-in-Lindsey - N.	*67 0 0		
432	Laceby - N. *c*			
432	Laceby, Stanford's Charity N. 10	- - -	92	*d*
432	Laceby - W. 2	- - -	60	23 5 4
422	Langtoft - Ch. 7	- - -	55 11	26 11 10
428	Langworth-in Newbold - Ch.	249 8 0		
426	Leadenham - N. 3	- - -	46	13 1 8
425	Leake, New and Old - B. 3	360 0 0	87	30 7 6
425	Leake, New - W. 3	180 0 0	45	9 2 3
431	Legbourne - N. 3	80 15 0	43 22	27 19 1
432	Legsby - N.	40 0 0		
428	Lincoln - - B.	206 0 0		
428	Lincoln Diocesan Practising - 12	133 17 6		
428	Lincoln, Eastgate (Miss Cookson's) N. 12	- - -	112	51 3 0
428	Lincoln, North District - N. 12	397 10 0	255	116 16 6
428	Lincoln, St. Peter's, Central - - N. 12	- - -	196	101 11 7
428	Lincoln - W. 2	1,427 0 0	477	251 8 0
432	Lissington - N. 3	160 0 0	34	17 17 6
431	Louth - - N. 3	*205 0 0	232	122 8 1
431	Louth, Infants N. 3	- - -	122	48 19 4
431	Louth - - B. 2	618 0 0	322	162 4 10
431	Louth - - W. 2	620 0 0	96	46 19 8
431	Ludborough, St. Mary's - Ch.	150 0 0		
433	Manton - - N. 4	155 0 0	35	23 19 4
432	Market-Rasen N. 3	79 6 8	114	59 5 6
431	MarshChapel N. 3	*60 0 0	84	64 11 6
434	Marton - N.	82 0 0		
433	Messingham N. 4	110 7 10	76	62 3 10
428	Metheringham W. 3	- - -	67	29 14 8
428	Navenby, Girls Ch. 1	- - -	45	18 6 8
428	Nettleham - N. 12	399 0 0	90	27 12 3

a Now merged into the National School.
b School given up.
c Amalgamated with Laceby, Stanford's Charity N.S.
d Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
434	Newton-on-Trent - P.			
432	Newton Wold N.	40 0 0		
428	Nocton - Ch. 1	- - -	40	*a*
422	Northorpe - N.	48 0 0		
430	Orby - - N.	*28 0 0		
430	Ormsby-cum-Kelsby - N.			
426	Osbournby - Ch. 4	- - -	125 24	41 10 0
428	Owmby - N. *b*	*36 0 0		
434	Owston - N. 4	81 0 0	51	43 19 0
430	Partney - N. 5	220 0 0	37	15 11 2
423	Pinchbeck, East - - N. 7	140 0 0	113	22 10 0
423	Pinchbeck, West - - N. 7	- - -	72 13	34 17 2
428	Potterhanworth - N.	196 0 0		
428	Repham - Ch.			
431	Reston - P.	96 0 0		
429	Revesby - P. 5	- - -	81 10	43 15 4
422	Rippingale - Ch. 3	- - -	48 20	19 7 10
426	Rowston - N.	78 10 0		
426	Ruskington N. 3	- - -	98	41 3 0
431	Saleby - N.	50 0 0		
431	Saltfletby, Parish Day N.	64 0 0		
433	Saxby - - N. 3	- - -	28	15 7 4
428	Saxilby - N.	180 9 3		
442	Scarle, North N.			
434	Scottor and Scotton - N. 4	*100 0 0		
	,, ,,	126 0 0	70	49 2 0
430	Skegness - N. 5	- - -	69	30 8 10
428	Skellingthorpe N. 1	224 8 0	76	20 0 0
430	Skendleby - N.	60 0 0		
427	Skillington - N. 5	- - -	71	49 16 6
425	Skirbeck - N. 6	190 0 0	130	58 9 9
425	Skirbeck, St. Nicholas' - N. 6	110 5 0	67	31 4 4
426	Sleaford, Infants - - N. 7	432 0 0	50	28 3 0
426	Sleaford, New (Alvey's Charity) - N. 7	227 0 0	199	55 3 1
426	Sleaford, New W. 10	242 3 1	102	47 15 10
432	Snitterby - N. 3	- - -	36	16 12 3
428	Southrow - Ch.	234 0 0		
423	Spalding - N. 7	561 18 5	317	145 19 3
423	Spalding - B. 3	*180 0 0		
	,, ,,	116 0 0	192	80 14 1
430	Spilsby - N. 5	596 0 0	84 13	50 17 2
427	Spittlegate - N. 3	89 3 4		
427	Spittlegate - W. 10	- - -	229	88 2 6
421	Stamford, St. George's - N. 3	- - -	60	22 18 4
421	Stamford, St. John's - N. 3	- - -	77	32 11 0
421	Stamford, St. Michael's - N. 3	- - -	172	72 1 10
430	Stickford - N. 5	93 0 0	47	4 7 3
424	Sutton Bridge, St. Matthew's Ch. 7	300 0 0	58	24 10 8
424	Sutton, Long, Girls - - N. 7	- - -	87	38 8 2
424	Sutton, Long B.	*168 0 0		
430	Sutton-le-Marsh N. 5	- - -	29	16 4 3
424	Sutton, St. Nicholas' - N.	84 0 0		
431	Swaby - - N.	208 0 0	48	*c*
429	Tattershall - N. 2	242 12 0	52	14 5 0
432	Tealby D'Eyncourt - - 2	- - -	55	22 10 0
429	Tetford - N. 2	- - -	53	19 1 0
429	Tetford - W. 3	57 12 8	42	20 0 0
431	Tetney - W. 2	318 0 0	81	42 12 4
431	Thoresby, North W. 2	341 0 0	85 29	58 8 0
426	Timberland - N. 6	66 5 0		
430	Toynton, All Saints' - N.	100 0 0		
431	Trusthorpe - N. 3	- - -	38	18 10 8
424	Tydd, St. Mary's - N. 7	290 0 0	33	5 13 9
421	Uffington (Earl Lindsey's) - N. 3	- - -	48 15	1 17 6
430	Ulceby - N. 11	222 2 0	90	27 18 4
428	Waddington Ch. 1	176 0 0	72	32 10 6
430	Wainfleet, All Saints' - N.	351 0 0		
430	Wainfleet, All Saints' and Northolme N. 6	77 0 0	120 13	70 1 5
430	Wainfleet, St. Mary's - N. 6	- - -	80	43 19 10
430	Wainfleet - W. 2	- - -	35	12 6 2
432	Waltham - W. 2	380 0 0	48	24 10 4
426	Wellingore - N. 3	45 0 0	85	46 9 8
428	Welton - P. 12	- - -	97	43 19 7
431	Welton-le-Wold N. 2	*25 0 0		
	,, ,,	275 8 0	34 5	23 0 0
423	Weston, St. Mary's - N. 7	- - -	52	30 4 10
424	Whaplode Drove - N.	61 19 6		
429	Wildmore Fen, Gipsey Drove N.	216 0 0		
434	Willoughton N.	56 0 0		
433	Winteringham N. 11	168 0 0	66 20	25 4 2
433	Winterton - N. 11	*90 0 0		
	,, ,,	68 4 8	81	32 11 6
433	Winterton - W. 2	226 8 0	98	51 10 6
431	Withern - N. 3	230 5 0	78	38 13 8
433	Wooton - N. 10	- - -	36	15 4 6
433	Wooton (Ulceby Junction) - W. 2	- - -	38	18 1 0
429	Wragby - Ch. 12	- - -	38	15 16 8
433	Wrawby - N. 4	158 0 0	66 10	51 19 3
431	Yarburgh - P.	55 15 6		

a Grant refused under Article 51*d*. *b* Inspection declined. *c* Grant refused under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MIDDLESEX.	£ s. d.		£ s. d.
134	Acton - - N. 9	325 15 0	188	78 8 0
134	Acton - - W. 3	- - -	53	22 7 0
9	Agar Town - N. 8	- - -	64	18 6 0
9	Albany Street, St. Anne's - R. 1	- - -	90	33 14 7
132	Ashford - N. 5	- - -	52	24 4 10
3	Audley Street (North), St. Mark's - N. 10	- - -	324	136 8 0
3	Audley Street (South), Grosvenor Chapel N. 10	- - -	145	66 4 8
9	Baldwin's Gardens - N. 4	38 0 0	279 / 56	156 11 11
9	Baldwin's Gardens, St. Bridget's - R. 11	- - -	167	74 19 8
9	Baldwin's Place, St. John's - N.			
19	Barbican, St. Giles' (Jacob's Well Court) B. *a*	*150 0 0		
1	Bayswater - N. 10	- - -	323	131 7 0
1	Bayswater, St. Mary's - R.			
132	Bedfont and Hatton - N. 6	164 15 0	117	55 16 8
21	Bethnal Green (Abbey St.) B. 3	*750 0 0		
	" "	968 0 0	642	294 6 10
21	Bethnal Green (Castle St.) B. 6	766 10 0	191	75 8 4
21	Bethnal Green (Club Row), Infant - 2	- - -	42	18 18 6
21	Bethnal Green (Nova Scotia Gardens) - N. 8	- - -	247	73 10 10
21	Bethnal Green, St. Andrew's N.	395 0 0		
21	Bethnal Green, St. Bartholomew's (Elementary) - N. 3	486 0 0	406	175 1 9
21	Bethnal Green, St. Bartholomew's (Upper) N.	550 0 0		
21	Bethnal Green, St. James the Great - N.	424 0 0		
21	Bethnal Green, St. James the Less - - N. 3	1,398 3 0	414	183 19 6
21	Bethnal Green, St. John's - N. 5	693 19 2	318	133 14 8
21	Bethnal Green, St. Jude's - N. 3	500 0 0	78	32 3 2
21	Bethnal Green, Church Row N. 4	256 0 0	303 / 57	155 5 6
21	Bethnal Green, St. Matthias' N. 6	537 10 0	250	104 1 6
21	Bethnal Green, St. Peter's - N. 4	573 9 4	205	63 16 2
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
21	Bethnal Green, St. Philip's N. 3	636 0 0	215	76 19 6
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N. 3	423 4 0	278	114 0 6
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) N.	400 0 0		
21	Bethnal Green, St. Thomas' N. 3	584 0 0	199	74 16 2
21	Bethnal Green, (Twig Folly) B.	*250 0 0		
19	Blackfriars, St. Andrew's Hill - - N.	142 0 0		
7	Blandford Square - R. 2	- - -	280	138 10 0
7	Blandford Square Reformatory - R.			
12	Bloomsbury N. 3	- - -	364	134 18 10
12	Bloomsbury (Broad St.), Refuge for Girls.			
12	Bloomsbury, Great Queen St. Refuge.			
134	Brentford - B. 4	*250 0 0		
	" "	814 0 0	361	160 3 0
134	Brentford, New - - N. 10	*90 0 0		
	" "	126 10 0		
134	Brentford, Old - - N.	*85 0 0		
134	Brentford - R. 11	- - -	75	40 4 6
14	Britannia Court, Gray's Inn, Indus.			
25	Bromley, George St. - B. 11	*125 0 0		
	" "	10 7 0		
25	Bromley, St. Leonard's - N. 11	357 10 0	326	121 6 1
25	Bromley, St. Michael and All Angels' N. 10	- - -	312	133 5 4
1	Brompton - N. 10	470 2 6	227 / 38	111 10 10
1	Brompton, Lower Grove, Industrial - R.			
1	Brompton (Marlboro' Square) - R. 3	- - -	122	49 14 4
1	Brompton, the Oratory R. 3	- - -	197	88 6 10
1	Brompton, St. Martha's, Reformatory R.			
1	Brompton, West, St. Mary's - N. 1	- - -	89	37 16 0

a School closed in 1858.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
5	Buckingham Palace, Royal Mews - 4	*100 0 0	55	*a*
16	Bunhill Row, St. Joseph's R. 5	- - -	307	116 17 6
9	Camden Town N. 3	*100 0 0		
	" " "	525 9 4	429	186 4 10
9	Camden Town, Family Home.			
9	Camden Town (Brook St.), Ragged and Reformatory.			
1	Campden Hill, St. George's N. 3	- - -	80	40 14 8
134	Central London District (Hanwell) School of Industry.			
7	Charles St., St. Andrew's, School of Industry.			
14	Charterhouse, St. Mary's, Golden Lane, Free - - 9	5,909 0 0	675 174	290 12 10
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) N. 9	3,434 14 8		
	Boys' Department, 2nd School, 1st Division -	- - -	250 67	113 19 6
	Girls' Department -	- - -	69	46 10 0
	Infants' Department -	- - -	104	41 0 0
	Juvenile Department (Girls) -	- - -	116 50	79 4 2
2	Chelsea, Ch. Ch. - - N. 1	462 10 0	339	155 8 11
2	Chelsea, Markham Street Ch. 2	- - -	198	87 8 6
2	Chelsea, School of Discipline.			
2	Chelsea, St. Joseph's - R. 2	- - -	160	59 0 0
2	Chelsea, St. Jude's - N. 4	297 13 4	145	57 15 10
2	Chelsea, St. Jude's, Ragged.			
2	Chelsea, St. Luke's - P. 2	- - -	403	142 13 2
2	Chelsea, St. Luke's, Onslow Dwelling, Mixed, Girls - - N.	- - -	136	61 13 4
2	Chelsea, St. Luke's (Park Chapel) - N. 2	14 6 8	392	151 10 4
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
2	Chelsea, St. Mark's, Practising - 1	733 0 0	185	57 0 0
2	Chelsea, St. Mary's, Infants - - R. 3	- - -	106	44 12 4
2	Chelsea, Upper, St. Saviour's N. 2	599 10 0	432	155 19 8
2	Chelsea (Sloane St.), Female Home.			
2	Chelsea (Upper), Trinity - N. 1	*63 0 0		
	" "	177 6 0	432	169 1 10
134	Chiswick - N. 9	- - -	157	73 3 8
16	City Road, St. Matthew's - N. 12	250 0 0	220	99 3 6
15	Clerkenwell, Church of the Holy Family - R. 11	- - -	247 104	141 8 0
15	‡Clerkenwell, Lamb and Flag Ragged.			
15	Clerkenwell, St. Mark's - N. 3	- - -	379	142 4 0
15	Clerkenwell, St. Paul's - N. 7	1,083 12 0	219	48 6 2
15	Clerkenwell, Upper Rosoman St. - R. 11	- - -	62	22 4 6
23	Commercial Road, St. Patrick's and St. Augustine's - R. 3	- - -	112	20 16 8
13	Covent Garden (Hart Street) - B. 1	*400 0 0		
	" "	41 6 8	164	69 17 10
11	Dalston Refuge for the Destitute.			
133	Drayton, West N. 6	471 0 0	117	21 3 0
5	Drury Lane, Charles St. R. 2	3,000 0 0	334 80	158 8 8
5	Drury Lane, Crown Court Ch. of S. 1	500 0 0	368	153 15 0
3	Dufour's Place, St. Edward's R. 2	- - -	270 20	122 11 6
134	Ealing - N. *b*			
134	Ealing - B. 6	- - -	103	48 1 4
134	Ealing, St. Mary's and Ch. Ch., Infant - - N. 4	179 17 6	69	31 9 4
134	Ealing, Girls, Charity - 4	- - -	51	16 5 0
137	Edmonton - Ch. 7	- - -	72	27 9 2
137	Edmonton, Upper, St. James' - Ch.	118 0 0		
137	Enfield - N. 6	- - -	153 29	100 2 0

a Grant refused under Article 52*d*.

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
137	Enfield - B.	*200 0 0		
137	Enfield Lock, Government Factory - 6	- - -	109	49 17 8
137	Enfield Highway, St. James' Chapel - - N. 6	*203 0 0		
	" " "	202 12 5	187 32	73 12 6
137	Enfield Highway, St. James', Infants (Ponder's End) N. 6	- - -	65	22 16 0
137	Enfield, Jesus Chapel (Bull's Cross) - N. 6	75 0 0	70	*a*
132	Feltham - N. 5	121 7 6	38	10 1 5
136	Finchley - B.	60 0 0		
136	Finchley, St. Mary's - N. 6	1,058 15 6	49	20 4 2
136	Finchley, Holy Trinity, National and Industrial -	610 0 0		
20	Finsbury, St. James' (Curtain Road) - N. 2	600 0 0	517	151 5 0
16	Finsbury, St. Paul's - N. 2	365 0 0	69	26 4 0
16	Finsbury, Whitecross Place, Wilson Street - B.	452 0 0		
16	Finsbury, Wilson Street - W. *b*	20 0 0		
14	Fisher St., Red Lion Square B.	*334 0 0		
9	Fitzroy Sq. - B. *c*			
136	Friern Barnet N. 7	373 10 0	133	66 9 10
1	Fulham, All Saints' - N. 3	150 10 0	298	112 18 2
1	Fulham, St. Mary's, North End - - N.	142 0 0		
1	Fulham, St. Thomas' - R. 4	- - -	188	81 6 10
23	George's, St., in the East, Ch. Ch. (Walburgh St.), Lower - Ch. 11	1,239 18 5	438	184 12 0
23	George's, St., in the East, Middlesex Society's Charity, Cannon St. Road - 3	776 4 0	264	112 1 6
23	George's, St., in the East, Mission - Ch.			
23	George's, St., in the East, Pell Street R. 3	- - -	134	60 1 8
23	George's, St., in the East, St. Mary's (Johnson St.), Upper - N. 11	1,078 0 0	290	85 13 2
23	George's, St., in the East, St. Matthew's N. 11			
12	George, St., the Martyr (Bloomsbury) Ch.	577 5 0		
12	Giles', St., in the Fields, (Endell St., Long Acre) N. 4	3,000 0 0	734	354 14 6
12	Giles', St., in the Fields, Trinity (Parker Street, Drury Lane) N. *d*			
12	Giles', St., in the Fields, and St. George's (Bloomsbury) P.	- - -	64	31 5 0
9	Gordon Sq., All Saints' - N. 11	1,922 4 0	218	85 4 2
21	Hackney Road, Adelphi Chapel, Gloucester Street - B. 3	- - -	322	140 17 6
21	Hackney Road, Ann Place - B.	240 0 0		
11	Hackney (Pleasant Place), Infants - 6	59 16 10	137	58 11 0
11	Hackney, St. John's, Free and Parochial 6	56 14 3	211	80 2 8
21	Hackney Road (Weymouth Street) - B. 6	976 19 4	426	218 8 0
11	Hackney, South, Charity - - N. 10	- - -	196	58 2 7
11	Hackney, Trewint Industrial Home.			
11	Hackney, West N. 3	*200 0 0	339	95 1 7
20	Haggerstone, Hertford Pl. B.	*50 0 0		
20	Haggerstone, St. Augustine's Infts. Ch. 9	- - -	187	78 8 2
20	Haggerstone, St. Mary's - N. 8	*240 0 0		
	" " "	159 0 6	235 24	76 17 6
20	Haggerstone, Stonebridge, All Saints' N. 9	407 0 0	155	51 16 11
1	Hammersmith, Asylum of the Good Shepherd Reformatory R.			

a Grant refused under Article 51*d*.
b School sold, and this 20*l*. repaid 10th July 1860.
c Pension only.
d Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Hammersmith B. 1	*150 0 0		
1	Hammersmith, Brook Green, Blyth House Reformatory.			
1	Hammersmith, St. John's - Ch. 3	200 0 0	123	44 3 6
1	Hammersmith, St. Mary's, Practising - R. 2	276 0 0	111	54 9 4
1	Hammersmith, St. Paul's - N. 3	*120 0 0		
	" "	23 6 8	200	101 13 0
1	Hammersmith, St. Peter's, Boys - - N. 9	391 0 0	109 10	46 6 8
1	Hammersmith, St. Peter's, Girls - - N. 9	- - -	104	51 3 2
8	Hampstead, Ch. Ch. - N. 5	769 6 0	277	124 11 8
8	Hampstead Family Home.			
8	Hampstead, St. John's - P. 3	1,386 0 0	291	130 14 0
8	Hampstead, St. John's Chapel (Downshire Hill) - - N. 4	- - -	99	51 2 8
8	Hampstead, St. Mary's - R.			
8	Hampstead, (West End) N.	110 0 0		
47	Hampton, Girls - - N.			
47	Hampton, New - - Ch. 3	- - -	48	12 12 2
47	Hampton Wick - - N. 3	30 0 0	93	40 0 0
47	Hampton Wick, Free *a*			
134	Hanwell - N. 4	829 16 0	154	63 18 1
132	Hanworth - N.	90 0 0		
132	Harlington and Cranford - - N. 7	166 0 0	52	17 4 5
132	Harmondsworth N. 12	92 3 9	85	30 16 10
135	Harrow-on-the-Hill - N. 5	*50 0 0		
	" "	504 0 0	267	127 0 0
135	Harrow Greenhill - - N. 6	96 0 0	46	18 0 11
135	Harrow Weald N. 7	305 2 0	121	55 7 10
133	Hayes - - N.	*60 0 0		
133	Hayes, Triplett's Charity - - 6	- - -	70	*b*
135	Hendon - N. 6	779 0 0	163	20 0 0
135	Hendon, All Saints' (Child's Hill) - - Ch. 6	276 0 0	56	26 13 4
134	Heston (Hounslow Heath) N. 10	170 0 0	159 32	78 18 6
134	Heston, Industrial and National -	398 12 6		
10	Highbury, Metropolitan Practising - *a*	450 0 0		
10	Highbury Vale, Ch. Ch. - Ch.	*80 0 0		
	"	199 15 0		
10	Highbury - W. 11	- - -	134	62 16 6
9	Highgate - B. 6	- - -	112	49 15 4
137	Highgate, St. Joseph's - R. 1	- - -	43	10 16 0
9	Highgate, St. Michael's - N. 4	2,125 0 0	228 40	185 3 4
133	Hillingdon, Girls and Infants - N. 5	108 10 10	126	56 13 0
133	Hillingdon and Cowley, Boys - - N. 5	31 6 0	65	30 14 8
14	Holborn (Hatton Garden), St. Andrew's - P. 11	- - -	213	88 1 8
14	Holborn, St. Andrew's Trinity District - - N. 4	- - -	160	46 15 3
12	Holborn, St. George the Martyr's, Theobald's Road N. 3	612 0 0	260 70	*b*
9	Home and Colonial Model, Mixed - 7	- - -	128	57 0 0
9	Home and Colonial Model, Infant - 7	- - -	155	58 0 0
9	Home and Colonial Practising, Lower - 7	- - -	211	70 6 2
9	Home and Colonial Practising, Upper - 7	- - -	78	55 10 0
25	Home in the East Reformatory.			
11	Homerton, St. Barnabas' - P. 2	- - -	139	55 2 0
11	Homerton, Ram's, Episcopal.			
137	Hornsey - N. 4	133 0 0	224	120 13 8
134	Hounslow, Infants - - 3	- - -	68	32 3 4
134	Hounslow, Subscription - Ch. 3	- - -	166	67 6 4
20	Hoxton, New North Road, Mintern St. W. 2	1,360 0 0	509	243 16 8
20	Hoxton, St. John's - N. 4	886 6 8	441	159 13 7
20	Hoxton, Holy Trinity - P. 2	656 5 0	443 62	99 18 4

Removed from inspection.

b Grant refused under Article 52*d*.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
134	Isleworth, Endowed Charity - - Ch.	4 - - -	234	22 10 0
134	Isleworth, St. Mary's - R.	4 - - -	34	16 6 8
134	Isleworth, Woodlands, St. John's - N.			
10	Islington, All Saints' - N.	11 548 15 0	570	211 2 0
10	Islington, All Saints', District and Sunday -	79 0 0		
10	Islington, Chapel of Ease - - P.	3 30 0 0	630	295 16 0
10	Islington Reformatory.			
10	Islington, St. Andrew's, Infant - N.			
10	Islington, St. Bartholomew's N.	1 - - -	84	39 6 8
10	Islington, St. James' (Holloway) - N.	3 *100 0 0	432	209 13 10
	,, ,,	1,099 7 6		
10	Islington, St. John's - R.	3 - - -	283	124 3 7
10	Islington, St. John's (Upper Holloway) N.	11 507 18 0	285	125 14 2
10	Islington, St. Jude's - Ch.	3 1,128 0 0	233	83 15 2
10	Islington, St. Mary's - N.	4 1,767 3 4	482	218 19 10
10	Islington, St. Matthew's N.	5 - - -	142	51 5 10
10	Islington, St. Michael's - N.	10 - - -	382	174 17 4
10	Islington, St. Paul's - N.	4 *287 0 0	120	31 17 1
10	Islington, St. Peter's - N.	9 516 0 0	290	125 1 0
10	Islington, St. Stephen's - N.	1 164 3 4	276	138 16 2
10	Islington, St. Stephen's Infants - N.	375 0 0		
10	Islington, St. Thomas' - N.	10 - - -	320	103 8 0
10	Islington (South) and Pentonville B.	6 553 0 0	380	121 0 0
10	Islington, Trinity - N.	4 54 0 0	196	92 0 0
10	Islington, Union Chapel (Church Street) - B.	5 *200 0 0	128	55 17 0
14	John Street Chapel (Calthorpe St.) B.	*500 0 0		
7	John's Wood, St., Family Home.			
7	John's Wood, St. - - R.	2 - - -	191	98 2 6
7	John's Wood, St., St. John's N.	4 65 9 0	225	102 12 2
2	Kensall Green, St. John's - N.	10 440 15 0	244	99 13 8
1	Kensington, Ch. Ch. (Gore Lane) - N.	*a* 120 0 0		
1	Kensington, Free	2 - - -	557	*b*
1	Kensington Gore (Park Lane) - - B.	*30 0 0		
1	Kensington Gravel Pits N.	130 0 0		
1	Kensington, Horton St. B.	*200 0 0		
1	Kensington, Jennings' Buildings and District - - -	241 0 0		
1	Kensington, St. Barnabas and St. Philip's (Earl St.) - - P.	10 287 0 0	111	47 10 8
1	Kensington (Vicar Place) R.	2 - - -	156	69 8 6
9	KentishTown N.	4 846 0 0	377	125 2 0
9	KentishTown R.	5 - - -	49	23 9 10
135	Kenton - N.	5 33 0 0	21	2 7 2
8	Kilburn, St. Mary's - Ch.	- - -	124	39 9 4
8	Kilburn, St. Paul's - N.	6 - - -	203	84 16 0
132	Laleham - Ch.			
24A	Limehouse, St. Anne's - N.	12 78 10 0	555 / 24	118 3 0
24A	Limehouse, St. Anne's, Infants - N.	12 499 0 0	165	61 9 6
24A	Limehouse, St. John's - N.	2 712 8 6	452 / 15	178 10 6
24A	Limehouse - W.	2 336 6 8	205	97 3 6
10	Lincoln's Inn Fields (Gate Street) - R.	2 100 0 0	290	110 12 2
7	Lisson Grove B.			
7	Lisson Grove, St. Paul's (The Bentinck) -	3 1,923 0 0	523	218 15 8
1	Lisson Grove (New Road), Destitute Girls' and Industrial Refuge.			
19	London, Aldersgate Ward (Packington) N.	6 1,400 0 0	176	54 18 4

a School taken down, and a new one being built.

b Grant refused under Article 52*d*.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
17	London, Chapel St. Unitarian Domestic Mission - 6	- - -	227	80 2 4
19	London, Cripplegate within Ward -	- - -	50	*a*
24A	London, East (Johnson St.) R.			
24	London, East (Red Lion Street, Wapping) - - N. 3	- - -	82	15 17 4
19	London, East (Shoe Black Society), Refuge and Reformatory.			
19	London, City of, First School - 3	- - -	103	26 11 1
19	London, City of, (Fire Ball Court,) Houndsditch, Fourth Sch. 3	55 6 8	213	84 0 0
18	London (Fox and Knot Court) - B. 3	- - -	38	20 16 8
18	London, Harp Alley (Farringdon St.) B. 6	- - -	105	42 11 0
19	‡London, Langbourne Ward N.			
19	London, North-west Industrial.			
19	London, North-west Reformatory.			
19	London, St. Barnabas' (King Sq.) - N. 11	*250 0 0	200	80 7 2
19	London, St. Bartholomew's (Moor Lane) Ch. 9	- - -	110	20 9 9
18	London, St. Dunstan's in the West - N. 2	- - -	135	*a*
19	London, City of, Second School (Shoe Lane, Holborn) 3	71 10 0	193	77 17 1
19	London, South-east, City, Infants - 12	- - -	60	27 15 8
19	London, Tower Ward Charity - - 9	- - -	53	*a*
1	Maida Hill Industrial Refuge.			
5	Martin's, St., in the Fields (Adelaide Place) - N. 3	60 0 0	444	126 17 3
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
5	Martin's, St., in the Fields, Northern - N. 3	1,334 1 6	351	161 6 4
7	Mary-le-bone, All Souls', (Eastern) - N. 4	- - -	364	176 18 8
7	Mary-le-bone, Bell Street, Ragged.			
7	Mary-le-bone, Central - N. 5	2,500 0 0	637	267 2 1
7	Mary-le-bone, Ch. Ch. - N. 2	- - -	411	185 10 0
7	Mary-le-bone, Ch. Ch. (Manning Place) N. 2	- - -	86	34 3 10
7	Mary-le-bone, Christ's Chapel - - N. 2	*165 0 0		
	" " "	67 0 0	443	192 6 8
7	Mary-le-bone, Grotto Passage, Ragged.			
7	Mary-le-bone, Hampden Gurney Schools - N. 4	- - -	392 11	194 14 0
7	Mary-le-bone, Hill Street, Dorset Sq., Reformatory.			
7	Mary-le-bone Lane, St. James' - R. 1	- - -	418	197 8 2
7	Mary-le-bone U.			
7	Mary-le-bone Pres.			
7	Mary-le-bone, Quebec Chapel, Girls' - N. 3			
7	Mary-le-bone Road - - R. 1	- - -	258	111 5 8
7	Mary-le-bone, St. Luke's (Nutford Place) - N. 4	1,465 0 0	331	160 14 10
7	Mary-le-bone, St. Mark's N. 3	- - -	180	80 1 2
7	Mary-le-bone, (Western) - N. 3	- - -	427	182 8 10
7	Mary-le-bone, St. Matthew's - N.			
7	Mary-le-bone, Trinity - N. 2	- - -	484	197 17 2
14	Metropolitan, West, Jews' (Red Lion Square) - 1	- - -	114	59 8 2
22	Mile End, Latimer Chapel (Bridge Street) - B. 2	120 0 0	181	69 1 6
22	Mile End New Town (Church Street) - B. 1	- - -	235	117 11 4

a Grant refused under Article 52*d*.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
23	Millwall - B.	252 0 0		
136	Mimms, South N.	*75 0 0		
17	Moorfields (Bunhill Row) - - R. 4	- - -	90	44 2 8
7	Moor Street, Edgware Road - - R.			
137	Muswell, St. James' - N. 7	165 0 0	65	33 7 8
1	Norland and Kensington Potteries - N. *a*	150 0 0		
133	Northolt - Ch. 6	- - -	50	*b*
133	Northwood - Ch. 3	170 0 0	47	26 13 0
1	Notting Dale B. 3	- - -	273	137 8 2
1	Notting Hill, Horbury - B. 2	- - -	270	109 17 6
1	Notting Hill, St. Francis' R.			
1	Notting Hill, St. James'- N. 1	293 8 9	332	138 13 8
1	Notting Hill and Kensington - N. *c*	22 2 6		
1	Notting Hill, St. John's - Ch. 9	687 0 0	304	133 14 0
1	Notting Hill, St. Peter's - N. 2	332 13 9	165	44 10 4
25	Old Ford, St. Stephen's - N. 5	384 0 0	151	66 3 4
16	Old Street Road, St. Mark's - N. 5	410 0 0	300	109 5 0
1	Paddington, All Saints' - N. 10	180 0 0	213	94 17 4
1	Paddington Green, St. Mary's - N. 9	*250 0 0	321	110 19 2
1	Paddington, Harrow Road, Woodfield District - N. *d*			
1	Paddington, Home Reformatory.			
1	Paddington, St. James' and Ch. Ch. N. 2	927 0 0	337	36 17 11
1	Paddington, St. John's - N. 1	- - -	325	62 2 1
1	Paddington, St. Stephen's N. 2	628 0 0	352	109 16 8
1	Paddington, Holy Trinity - - N. 10	618 10 0	428	181 8 8
9	Pancras, St. - N. 4	- - -	631 32	289 2 2
9	Pancras, St. (Old) - N.			
9	Pancras, St., Ch. Ch. (Upper Albany Street) - N. 4	*320 0 0		
	" " "	245 11 4	614 25	278 16 4
9	Pancras, St., Ch. Ch. (Edward St.) - N. 4	303 18 9	60	3 18 3
9	Pancras, St., Euston Road, Industrial Boys' Home.			
9	Pancras, St., Percy Chapel, The Russell School of Industry -	*50 0 0		
	" " "	6 10 0		
9	Pancras, St., Regent Square Church (Dutton Street) N. 10	640 0 0	266	153 2 8
9	Pancras, St., St. James' District - 9	- - -	261	75 18 8
9	Pancras, St., St. John the Evangelist's N. 6	3,000 0 0	520	223 10 0
9	Pancras, St., St. Matthew's (Bedford New Town) - N.	599 7 6		
9	Pancras, St., Holy Trinity N. 4	1,001 10 0	368 18	141 18 2
9	Pancras, St., Woburn Chapel - Epis. 9	- - -	274	116 1 4
15	Pentonville, Infants - Ch.			
15	Pentonville, St. James' - N. 10	- - -	70	25 4 9
3	Pimlico, Eaton Chapel - N. 2	- - -	58	20 0 0
3	Pimlico, Ebury Street.			
3	Pimlico, Queen St., Mrs. Tower's Sch. 6	- - -	57	14 12 10
3	Pimlico, St. Barnabas' - N. 1	410 0 0	225	85 14 9
3	Pimlico, St. Gabriel's - N. 2	896 0 0	91	42 1 4
3	Pimlico, St. Michael's - N. 2	1,063 0 0	632	289 16 10
3	Pimlico, St. Peter's - N. 12	- - -	265	81 4 0
25	Poplar, All Saints' - N. 2	- - -	287	33 19 7
25	Poplar, All Saints' (Wade Street) - R. 1	- - -	227	112 10 0
25	Poplar, Garford St. - Ch. 11	- - -	146	72 8 0
25	Poplar, Hale St. - - W. 4	- - -	216	96 8 2
25	Poplar, Regent St. - B. 7	- - -	250	105 2 6
25	Poplar and Blackwall, Free - - B. 4	- - -	452	86 4 10

a School sold and proceeds applied to the erection of Notting Hill, St. James'. *b* Grant refused under Art. 51*b*.
c Incorporated with Notting Hill, St. John's. *d* School sold.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	Portland (Riding House Street) - B. 2	- - -	150	76 4 0
7	Portland Town, Infant, Church 6	- - -	263	103 15 6
7	Portland Town, Family Home.			
7	Portman Chapel, East Street, Marylebone - Ch. 4	1,358 14 0	493	233 19 10
7	Portman Square - N. *a*			
7	Portman Square, St. Thomas' N. 5	759 15 0	287	129 4 10
136	Potter's Bar, St. John's - N. 5	- - -	64	31 2 2
14	Queen Street, Great - W. 5	1,700 0 0	240	108 0 4
16	Radnor St., St. Luke's (City Road) W. 6	*225 0 0		
	" " "	937 0 0	384 / 19	139 15 6
24A	Ratcliff Cross, St. James' - N.	250 0 0		
135	Roxeth, Ch. Ch. District Sch. 6	- - -	43	9 18 8
133	Ruislip - Ch. 7	231 5 0	83	35 5 2
14	Saffron Hill, St. Peter's (Onslow Street) - N. 4	187 0 0	255 / 22	126 17 0
18	Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross) - P. 12	- - -	182	50 15 2
18	Sepulchre's, St., Girls (King St., Snow Hill) N. 12	- - -	101	44 0 0
18	Sepulchre's, St. (Within), Ball's Court, Giltspur St., Snow Hill - N. 12	22 10 0	75	20 0 0
1	Shepherd's Bush, St. Stephen's - P. 3	- - -	188	95 2 10
1	Shepherd's Bush, St. Stephen's (Latymer Road) - N.			
132	Shepperton - N. 6	- - -	39	12 1 2
20	Shoreditch, St. Leonard's N. 9	125 0 0	176	72 7 0
20	Shoreditch, St. Leonard's, Infants - N. 9	- - -	121	40 4 2
20	Shoreditch, St. Leonard's - U.			
9	Somers Town B. 6	929 17 0	573	254 0 5
9	Somers Town, Grenville St. R. 5	- - -	170	59 19 8
9	Somers Town, Middlesex St. - - Pres. 5	- - -	264	69 8 0
133	Southall - N. 5	212 0 0	118	30 17 11
137	Southgate - N. 5	- - -	88	38 3 8
20	Spital, St. Mary's - N.	642 15 0		
22	Spitalfields - P. 9	52 10 0	209	50 6 6
22	Spitalfields, Bell Lane Jews 2	- - -	1,495	22 10 0
22	Spitalfields, Booth St., Infants - N. 9	- - -	81	22 8 2
22	Spitalfields, King Edward's - 3	- - -	273	119 9 8
22	Spitalfields, Refuge for Girls.			
22	Spitalfields, St. Ann's (Goulston Street) - R. 3	- - -	138	39 4 2
22	Spitalfields, St. Ann's (Hunt Court) R. 3	- - -	301	90 0 0
22	Spitalfields, St. Ann's (Princes St.) R.			
22	Spitalfields, Spicer St., Boys' Free R. 3	- - -	235	99 18 0
22	Spitalfields, Spicer St., Unitarian Domestic Mission - 7	- - -	178	80 15 8
22	Spitalfields, Wood St. - B. 3	515 13 4	190	81 13 4
132	Spring Grove District - N. 4	884 0 0	102	36 19 6
132	Staines - N. 5	42 10 0	203	86 12 10
132	Staines, Infant.			
135	Stanmore, Great - N. 6	- - -	64	22 7 7
1	Starch Green B.			
24A	Stepney - U.			
24A	Stepney, All Saints' - N. 9	419 7 0	200 / 31	83 4 6
24B	Stepney, Red Coat, Endowed - 10	*200 0 0		
	" " "	78 13 0	455	191 13 4
24B	Stepney, Redman's Row, Infants - N. 10	- - -	168	62 6 10
24B	Stepney, St. Paul's - N. 8	1,450 0 0	427	171 3 0
24B	Stepney, St. Peter's - N. 10	50 0 0		
24A	Stepney, St. Philip's - N. 5	450 0 0	171	73 8 10
24B	Stepney, St. Thomas' - N. 10	964 19 7	544 / 28	256 7 4

a Incorporated with Hampden Gurney Schools.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
24B	Stepney, Holy Trinity - N. 9	535 5 0	365	175 18 0
11	Stoke Newington - N. 11	- - -	186	75 0 8
11	Stoke Newington - B.	*200 0 0		
11	Stoke Newington - W. *a*			
135	Sudbury-in-Harrow, Industrial -Ch.	75 0 0		
132	Sunbury - B.	*50 0 0		
132	Sunbury - P. 5	- - -	119	74 13 6
47	Teddington, Public - N. 4	- - -	124	35 1 10
1	Titchborne Court, Industrial.			
137	Tollington Park, St. Mark's, Hornsey Rise, St. Mary's - N. 4	542 11 0	314	135 4 6
137	Tottenham - N. 7	154 12 4	81	23 15 7
137	Tottenham, Asylum, Girls - - B.			
137	Tottenham, Girls - - B. 5	- - -	70	30 1 10
137	Tottenham Green, Industrial - 6	- - -	68	22 10 0
137	Tottenham, Hanger Lane (Hermitage), Infants -Ch. 7	311 0 0	74	36 2 4
137	Tottenham, Hanger Lane, Stamford-Hill N. 7	155 0 0	38	21 10 5
137	Tottenham, High Cross, Trinity District, Inft. - N. 6	93 0 0	76	29 18 8
137	Tottenham.			
137	Tottenham, Infant - W. 7	- - -	35	15 12 10
137	Trent, High Stone -Ch. 6	- - -	52	11 19 0
137	Trent (Enfield) - -Ch. 6	285 16 0	58 / 15	27 9 6
4	Trevor Chapel (Knightsbridge) - B. 12	- - -	41	13 15 8
134	Turnham Green, Boys N. 9	- - -	38	3 7 4
134	Turnham Green, Inft. N. 9	100 0 0	100	46 19 4
134	Turnham Green - R. 11	- - -	89	43 15 2
134	Twickenham Common (Archdeacon Cambridge's) N. 4	278 0 0	152	52 2 9
134	Twickenham Common, Infant - -	100 0 0		
134	Twickenham, Infant.			
134	Twickenham, Montpelier Ch. 4	- - -	43	4 1 0
134	Twickenham P. 4	- - -	177	22 10 0
133	Uxbridge - B. 6	*100 0 0	108	46 8 0
133	Uxbridge, St. Margaret's N. 7	- - -	168	61 8 6
133	Uxbridge Moor, St. John's - N.	164 0 0		
1	Walham Green, or Fulham, St. John's - N. 3	*175 0 0		
	" " "	361 0 0	291	98 17 2
24A	Wapping, St. John's - B.	*175 0 0		
24A	Wapping (Gravel Lane) - W. 5	- - -	142	58 13 8
135	Wembley -Ch.			
1	Westbourne N. 2	- - -	232	97 14 6
4	Westminster, All Saints', Knightsbridge - N. 2	- - -	148	72 6 2
6	Westminster (Archbishop Tenison's) - N.			
4	Westminster, Blue Coat - N. *b*			
4	Westminster Chapel, Congregational 11	- - -	293	140 15 0
4	Westminster, Christ Ch. (Broadway) N. 2	535 7 0	226	83 18 2
4	Westminster, Coburg Row, Ragged.			
6	Westminster, Curzon Street Chapel - N. 10	1,400 0 0	214	85 18 2
4	Westminster, Dacre Street Reformatory.			
13	Westminster, Greek Street, Soho - - R.			
3	Westminster, St. George's District (Hanover Square) N. 7	- - -	351	154 16 8
4	Westminster, St. George's (Hanover Square), United Day N. 7	- -	415	207 5 0
4	Westminster, National Society's Central - N. *c*			
4	Westminster, National Society's Central, Organizing Masters.			

a School closed.
b Inspection withdrawn.
c Children transferred to St. Margaret's New Schools in Tothill Street.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
4	Westminster, Old Pye St., Ragged.			
13	Westminster, St. Anne's, Soho - - N. 2	43 3 4	270	45 8 4
13	Westminster, St. Clement Danes' Charity - - N. 3	- - -	100	*a*
3	Westminster, St. Edward's R. 4	- - -	104	41 10 0
6	Westminster, St. James', Marshall Street - N. 1	- - -	437 33	202 9 2
6	Westminster, St. James' Offertory Sch., Swallow Street, Piccadilly - 1	*50 0 0	78	*a*
4	Westminster, St. John's (Tufton Street) - N. 2	*600 0 0	237	88 0 8
6	Westminster, St. Luke's (Berwick Street) - N. 1	*250 0 0	248	91 12 6
4	Westminster, St. Margaret's (Tothill Street) - Ch. 2	1,104 0 0	200 21	103 9 8
4	Westminster, St. Mary's R. 4	1,000 0 0	388	154 4 6
4	Westminster, St. Mary's (Vincent Square) - N. 3	742 15 0	228	100 16 0
13	Westminster, St. Mary the Virgin's (Soho) - Ch.			
4	Westminster, St. Matthew's (Gt. Peter Street) - N. 3	2,381 0 0	359	153 0 0
3	Westminster, St. Paul's (Knightsbridge) - P. 11	- - -	273	81 10 8
4	Westminster, St. Stephen's (Rochester Row) - - N. 3	- - -	424 46	218 16 0
5	Westminster, South Molton Lane - - R. 4			
13	Westminster, Tudor Place, Tottenham Court Road R. 2	- - -	123	33 0 0
4	Westminster, Holy Trinity - - Ch. 3	445 1 3	303 38	129 13 8

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
4	Westminster, Practising W. 11	2,650 0 0		
136	Whetstone, St. John's - N.	145 18 9		
22	Whitechapel U.			
22	Whitechapel Probationary Refuge.			
22	Whitechapel Refuge, Industrial.			
22	Whitechapel, St. Jude's - N. 2	302 0 0	137	52 13 1
22	Whitechapel, St. Mark's - N. 11	404 0 0	239	92 7 4
22	Whitechapel, St. Mark's, Mixed - 11	- - -	63	20 14 6
22	Whitechapel Society's - N. 3	- - -	362	171 1 8
2	Whitelands (Lower), Practising - 11	600 0 0	153	26 12 0
2	Whitelands (Upper), Model - 11	- - -	207	95 14 2
134	Whitton Industrial - Ch. 4	397 10 4	67	34 10 6
135	Willesden - Ch.	250 0 0		
137	Winchmore Hill - - N. 5	790 0 0	38	16 9 4
23	Wycliffe Chapel, Philpot Street, Commercial Rd. B.	*150 0 0		
133	Yeading - N.	17 15 0		
	MONMOUTHSHIRE.			
578	Abergavenny N. 10	350 0 0	164	91 18 8
578	Abergavenny, Our Lady and St. Michael's - R. 6	- - -	83	42 17 4
579	Abersychan Works - N. 9	1,825 0 0	218	69 2 8
579	Abersychan R. 7	- - -	85	40 13 3
578B	Abertillery - N. 10	588 0 0	139	56 2 2
578B	Abertillery - B. 10	- - -	110	52 1 0
580	Blackwood - B. 10	277 6 8	107	36 16 4
578	Blaenafon, Endowed - 9	155 0 0	200	20 15 0
578	Blaenafon, Infant - N. 9	115 0 0	124	54 7 6
578B	Blaina, Infant - - N.			
578B	Blaina - - B. 10	- - -	334	191 0 8
576	Chapel Hill and Tintern Parva - N.			
576	Chepstow - N. 7	*64 0 0	87	29 10 0
	„ - „	40 0 0		
576	Chepstow, Infants - N.	150 0 0		
580	Court-y-bella N. 7	700 0 0	166	66 10 3

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
579	Crumlin and Lanhileth - N.	318 15 0		
578	Cwmbran - N. 7	538 0 0	62	17 8 9
578	Cwmbran - B. 11	- - -	102	25 0 0
578	Cwmyoy - N.	140 0 0		
578B	Ebbw Vale Works - B. 10	- - -	295	146 5 4
578B	Ebbw Vale, Victoria - B. 10	- - -	143	27 7 4
578	Garn, Infant 10	- - -	65	26 11 4
578	Govilon - B. 11	- - -	35	14 1 10
579	Goytrey - N.	139 0 0		
348	Grosmont, Endowed.			
578	Llanarth - N. 7	*50 0 0		
	" - "	181 0 0	42	16 2 6
580	Llandevaud Ch.	59 0 0		
578a	Llanellen - N. 7	148 15 0	49	22 15 9
578	Llangattock, Lingoed (James Davies') - N.	45 0 0		
579	Llangibby - Ch. 7	- - -	26	8 10 2
580	Llantarnan B. 11	- - -	76	40 6 6
579	Llantrissent N.	85 0 0		
579	Llanvrechva, Lower - N. 7	- - -	43	32 5 10
			10	
578	Llanwenarth, Citra - - N.	126 5 0		
578	Llanwenarth, Ultra - - N. 10	143 0 0	64	28 17 8
580	Magor - - N. 10	203 0 0	48	17 19 6
579	Mamhilad and Llanvihangel - - N. 7	158 0 0	31	*a*
580	Marshfield - N.	233 0 0		
577	Monmouth - N.	370 13 4		
576	Mynyddbach Ch. 8	- - -	47	14 14 11
578B	Nantyglo - N. 9	- - -	222	112 1 4
580	Newport-on-Usk - - N. 9	*275 0 0		
	" " - "	133 5 0	195	49 5 7
580	Newport-on-Usk - - B.	*75 0 0		
580	Newport-on-Usk, Infts. R. 6	520 0 0	56	2 6
580	Newport-on-Usk, St. Mary's - R. 6	- - -	406	138 3 4
579	Panteg, Wem N. 7	382 4 0	50	27 0 2
580	Pillgwenlly, Boys - N. *b*			
580	Pillgwenlly, Trinity - 7	- - -	171	48 13 0
580	Pillgwenlly - W. 11			
579	Pontnewynydd - - N. 10	365 7 8		
578B	Pontygof - B. 10	- - -	193	85 15 8
579	Pontymoile - N. 9	843 0 0	142	54 16 6
579	Pontypool, Charity - N. 10	*114 0 0		
	" " - "	241 15 10	277	100 10 11
579	Pontypool, St. Alban's R. 7	- - -	75	38 0 0
577	Raglan - N. 10	- - -	59	22 10 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
578	Rhymney Iron Works N. 9	- - -	369	198 1 2
			55	
578	Rhymney Iron Works B. 5	- - -	224	91 14 10
578	Rhymney, Lower - B. 5	- - -	177	64 2 2
580	Risca - - B. 10	- - -	131	60 1 10
577	Rockfield - N.			
576	Shirenewton Ch.			
576	Shirenewton, Earlswood Common - Ch. 7	244 0 0	29	20 11 11
578B	Sirhowy - B. 10	- - -	348	160 3 11
577	Skenfreth - N.	45 0 0		
577	Skenfreth - B. 11	- - -	34	14 8 2
576	Tintern Abbey - - N.	*70 0 0		
578B	Tredegar, New - - B. 5	- - -	88	38 12 6
580	Tydee Tin Works - B. 10	- - -	62	29 12 8
579	Usk, Elementary - - 11	- - -	82	30 18 10
579	‡Usk (Roger Edward's) Endowed.			
	NORFOLK.			
237	Acle - - P. 11	56 10 6	119	63 8 10
239	Alburgh - N.	75 0 0		
231	Aldborough Ch. 7	- - -	52	13 9 11
238	Aldeby - N.	36 0 0		
245	Ashwicken and Leziate - N.	181 0 0		
232	Aylsham - N.	175 0 0		
231	Baconsthorpe Ch. 7	- - -	36	6 17 4
230	Bacton - N. 7	244 0 0	60	35 17 4
			13	
240	Banham Rectory - N. 3	- - -	93	32 1 10
235	Barnham Broom - N. 1	96 6 0	54	33 15 0
237	Beighton - N.	100 0 0		
238	Bergh Apton N. 10	- - -	73	25 17 2
245	Bilney, West N.	*70 0 0		
243	Binham, Mixed 7	- - -	39	21 8 4
			13	
243	Blakeney - N. 7	- - -	81	39 11 8
248	Bradenham, East - - N.			
248	Bradenham, West District - - N.	639 18 0		
244	Brancaster - P. 6	158 18 9	49	25 14 8
242	Brisley - N.	88 0 0		
231	Briston - N.	65 0 0		
239	Brockdish - N. 11	34 0 0	38	21 4 10
238	Brooke - - N.	*80 0 0		
240	Buckenham, New - - N. 4	- - -	56	21 0 11
244	Burnham, Westgate - N. 7	320 0 0	98	52 0 2
			52	
232	Buxton - B. 5	- - -	47	13 8 11

a Grant refused under Article 51*b*.

b Merged into Pillgwenlly Trinity Boys and Girls.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
229	Caister - - P. 4	141 0 0	90	19 17 4
229	Caister, Infants - - -	*29 0 0		
241	Carbrooke - N. 5	32 0 0	57	27 8 6
235	Carleton Forehoe - - N. 2	- - -	21	13 0 6
239	Carleton Rode N. 2	- - -	42	14 5 9
245	Castle Acre - N.	72 7 0		
245	Castle Rising N. 6	- - -	72	44 5 8
241	Caston - - N. *a*			
230	Catfield - N.	63 0 0		
233	Catton (New) Ch. 10	216 0 0	105	27 9 0
238	Chedgrave - N. 11	286 0 0	64	31 8 10
238	Claxton and Hellington N.	45 0 0		
193	Clenchwarton N. 6	73 0 0	58	22 11 4
231	Cley (next the Sea) - B. 4	288 0 0	83	37 13 0
232	Coltishall - N.	100 0 0		
235	Colton - - N. 2	105 0 0	24	8 0 0
235	Costessy - N.	*50 0 0		
235	Costessy - B.	*65 0 0		
244	Creake, North N. 7	- - -	48	22 10 0
244	Creake, South N. 7	121 0 0	83 25	22 4 2
243	Crexton - N.	50 0 0		
239	Denton - N. 10	89 10 0	59	30 13 0
239	Denton - B. 5	- - -	31	10 16 6
235	Deopham - N. 10	16 5 0		
242	Dereham, East N. 7	188 6 0	159	58 18 3
242	Dereham, East B.	220 0 0		
247	Dereham, West N. 5	- - -	40	22 10 0
239	Diss - - N. 11	186 15 0	77	34 15 6
239	Diss - - B. 5	285 8 0	118	68 19 1
238	Ditchingham N. 10	*50 0 0		
	"	85 15 0	74	37 3 2
244	Docking - P. 6	400 0 0	66	35 8 8
247	Downham Market - N. 5	204 7 0	54	18 1 3
242	†Dunham, Little - N.			
231	Edgefield - N. 7	- - -	52	*b*
241	Ellingham, Great - - B. 5	- - -	30	17 6 10
242	Elmham, North N. 7	*30 0 0	102 19	49 15 0
193	Emneth - N. 5	259 0 0	40	8 6 8
243	Fakenham - N. 7	335 0 4	230	129 19 0
243	Fakenham - B.	303 0 0		
247	Fincham - N. 5	153 10 9	76	39 0 10
239	Forncett, St. Mary's - N. 11	- - -	30	12 0 7
259	Forncett, St. Peter's - N. 10	102 10 10	35	18 5 0
232	Foulsham and Bintry - N.	*90 0 0		
236	Framingham, Earl - - N.	92 0 0		
237	Freethorpe and Wickhampton N.	75 0 0		
239	Fritton and Morningthorpe N. 4	45 0 0	42	22 10 0
245	Gayton - N.	73 13 4		
245	Gaywood - N. 6	231 0 0	128	72 16 0
238	Geldestone - N.	*26 0 0		
238	Geldestone - B. 5	- - -	35	18 17 6
248	Gooderstone N.	60 0 0		
232	Hackford and Whitwell - P. 7	- - -	121	66 12 6
237	Halvergate - N. 10	202 8 9	44	21 7 8
230	Happisburgh N. 7	254 0 0	63 11	32 3 1
245	Harpley - N.	62 0 0		
234	Heigham - N.	280 0 0		
230	Heigham, Potter N. 4	70 0 0	29	11 16 7
239	Hempnall - N.	150 0 0		
236	Hethersett - N. 4	280 4 0	40	21 6 8
247	Hilgay - - N.	*75 0 0		
245	Hillington - P. 6	- - -	41	23 15 10
232	Hindolveston N.	*75 0 0		
243	Hindringham N.	55 0 0		
235	Hingham - N. 5	74 18 6	127	63 6 2
242	Hockering - Ch. 12	- - -	28	16 13 6
249	Hockwold-cum-Wilton N. 3	104 6 8	65	38 19 4
243	Holkham - N. 7	- - -	45	20 1 4
248	†Holme Hale N.			
231	Holt - - N. 7	138 16 8	128	69 1 6
231	Holt - - B. 4	- - -	91	46 19 6
242	†Horningham and East Tuddenham N. *a*			
244	Ingoldsthorpe P.			
234	Lakenham, Infants' - - 5	- - -	157	82 11 0
234	Lakenham, St. Mark's - N. 11	495 0 2	417 79	224 2 4
243	†Langham Episcopal.			
238	Langley - N.			
242	Litcham - N. 5	- - -	92	43 12 8
238	Loddon (Public) - N. 11	- - -	111 9	54 13 4
240	Lopham, North W. 5	- - -	54 14	26 4 6
240	Lopham, South Ch. 4	- - -	43 18	*c*
242	Lyng - - Ch. 7	- - -	76	40 0 2
246	Lynn - - B. 4	499 10 0	237	104 1 0
246	Lynn, North End, Infants N. 6	- - -	110	47 7 0
246	Lynn, St. John's - N. 6	646 3 4	317	170 19 2
246	Lynn, St. Margaret's N. 6	632 5 0	248	121 17 2
246	Lynn, South, All Saints' N. 6	494 13 4	277	151 13 8
247	Marham - N.	53 0 0		
232	Marsham Reformatory.			

a Inspection declined. *b* Grant refused under Article 40*a*. *c* Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
193	Marshland Smeeth N.	200 0 0		
229	†Martham - N.			
245	Massingham N. *a*	*50 0 0		
236	Melton, Great Ch. 4	- - -	40	22 19 8
215	Middleton (near Lynn) N. 6	288 16 0	50	19 8 8
242	Mileham - N.	*50 0 0		
242	Mitford and Launditch U.			
234	Norwich, Alderman Norman's Endowed - 2	- - -	60	22 10 0
234	Norwich, Miss Martineau's Female Industrial.			
234	Norwich, Model, Boys - N. 11	185 0 0	223	117 8 0
234	Norwich, Model, Girls - N. 11	- - -	90	41 9 4
234	Norwich, Model, Infants 11			
234	Norwich, New City (Union Place, Higham) - B. 5	*100 0 0 61 4 3	138	67 1 11
234	" Norwich, Octagon Chapel B. 5	- - -	171	62 3 1
234	Norwich, St. Augustine's N. 3	- - -	132	33 16 1
234	Norwich, St. Giles' - Ch. 2	354 0 0	226	122 6 7
234	Norwich, St. James' - N. 2	- - -	89	52 0 8
234	Norwich, St. John de Sepulchre, Infants - - N. 2	192 0 0	97	41 15 0
234	Norwich, St. Julian's - N. 2	106 19 6	177	55 7 4
234	Norwich, St. Lawrence's, District - - 2	- - -	90	39 0 0
234	Norwich, St. Martin-at-Oak N. 11	364 0 0	191	29 2 7
234	Norwich, St. Martin-at-Palace - N. 2	- - -	69	30 15 0
234	Norwich, St. Miles', Sadd's Yard - - B.	60 0 0		
234	Norwich, St. Paul's - N. 2	170 0 0	75	37 14 8
234	Norwich, St. Peter's per Mountergate N.	173 0 0		
234	Norwich, St. Saviour's - N. 2	- - -	183	78 11 10
234	Norwich, St. Stephen's - N. 10	- - -	242	118 4 8
234	Norwich, St. Swithin's - N.	45 0 0		
234	Norwich, Willow Lane - R.	283 0 0		
229	Ormesby - N.	83 0 0		
193	Outwell - N. 5	296 5 0	102	42 3 2
237	Plumstead Parva - - P.	75 7 6		
234	Pockthorpe, St. James' N.	344 0 0		
239	Pulham, St. Mary Magdalen's - N.	132 0 0		
239	Redenhall - N. 10	112 10 0	109	55 19 10
237	Reedham - N. 10	77 14 0	71	34 15 8
232	Reepham, St. Mary's - N. 7	- - -	53	29 1 10
230	Ridlington and East Ruston - N.	37 0 0		
241	Rockland, All Saints' - N.	35 0 0		
236	Rockland, St. Mary's - N.	36 0 0		
240	Roydon - Ch. 4	- - -	47	20 10 2
244	Rudham (East and West) Ch. 6	384 0 0	77	40 9 0
247	Runcton and Holme - N.	40 0 0		
245	Runcton, North N. 5	- - -	31	17 11 6
229	Runham Thrigby N.	216 0 0		
231	Runton - N. *a*			
239	Rushall - N. 10	174 0 0	28	10 4 9
243	Ryburgh, Great N. 7	- - -	51	30 4 8
248	Saham Toney N.	*35 0 0		
233	Salhouse - N.	60 0 0		
236	Saxlingham Thorpe and Saxlingham NethergateCh. 11	- - -	45	29 8 10
239	Scole - - P. 3	- - -	43 14	16 13 0
232	Scottow - Ch.	119 0 0		
243	Sculthorpe - N. 7	118 16 6	68 34	46 14 0
244	Sedgeford - Ch. 6	- - -	46	32 5 0
231	†Sheringham N.			
244	Snettisham Ch. 6	- - -	82	15 11 11
247	Southery - N.	60 0 0		
237	Southwood and Limpenhoe N.	26 10 0	28	*b*
239	Starston - N. 10	- - -	47	24 18 6
243	Stibbard - N. 7	143 10 0	43	24 5 0
243	†Stiffkey - N.			
236	Surlingham N.	*20 0 0		
230	†Swafield - N.			
248	Swaffham - N. 5	*160 0 0	89 14	46 8 4
242	Swanton Morley - - N.	120 0 0		
244	Syderstone - N. 7	- - -	59	29 5 2
243	Tatterset with Tatterford - N.	237 0 0		
233	Taverham - N.	70 0 0		

a Inspection declined.

b Grant refused under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
193	Terrington, St. Clement's - N. 5	182 5 0	140	45 17 6
249	Thetford - N. 3	40 4 0	145	76 12 8
249	Thetford - B. 4	*75 0 0	94	33 17 0
244	Thornham - N. 6	- - -	103	53 0 6
234	Thorpe - N.	41 0 0		
239	Thorpe Abbotts N.	46 0 0		
234	Thorpe Hamlet, St. Matthew's N. 12	473 18 4	376	169 4 10
238	Thurlton - N.	37 0 0		
193	Tilney, All Saints' - N. 5	146 9 0	39	7 6 8
242	Tittleshall Ch. 7	- - -	59	29 19 8
238	Topcroft - N.	54 0 0		
236	Trowse Newton N.	70 0 0		
231	Trunch - N.	52 0 0		
193	Walpole, St. Andrew's - N. 5	93 0 0	32	15 16 0
231	Walsham, North N. 7	187 0 0	70	27 3 6
231	Walsham, North B. 5	- - -	106	49 12 0
243	Walsingham, Little - N. 7	37 3 0	61	20 5 1
193	Walsoken - N. 5	280 0 0	63	33 3 2
193	Walton, West N.	76 0 0		
241	Watton - N.	128 17 0		
242	Weasenham N. 6	349 0 0	49	29 5 10
235	Welborne - N.	42 0 0		
243	Wells, Parochial - - B. 4	90 7 9	126	61 5 6
235	Wicklewood N.			
247	Wiggenhall - N.	65 0 0		
245	Winch, East N.	50 0 0		
245	Winch, West N.	*32 0 0		
240	Winfarthing Ch. 4	124 10 0	26	11 10 6
229	Winterton - N. 4	271 14 6	123	64 2 4
230	Worstead - N.	221 15 0		
239	Wortwell - N. 10	- - -	44	15 19 0
235	Wymondham N. 4	15 12 0	135 9	35 18 2
228	‡Yarmouth, Great, Blue Coat.			
228	Yarmouth, Great B. 5	97 8 0	323	191 3 5
228	Yarmouth, Great, Charity Ch.			
228	Yarmouth, Great, St. John's - N. 4	300 0 0	114	61 0 0
228	Yarmouth, Great, St. Nicholas' - N. 4	840 10 0	281	131 14 10
228	Yarmouth, Great, St. Peter's - N. 4	526 0 0	281 30	152 1 2
242	Yaxham - N.	92 0 0		
	NORTHAMPTON.			
165	Abthorpe Ch. 11	- - -	35	13 5 0
163	Banbury (South), Ch. Ch. - Ch. 11	620 0 0	200 23	94 2 10
421	Barnack - N. 2	- - -	94	45 0 8
165	Blisworth, Endowed - 11	- - -	84	43 11 2
164	Brackley - W. 10	- - -	71 30	54 16 6
167	Brafield-on-the-Green, Infant N. 11	- - -	62	30 3 8
169	Braunston - N. 11	128 17 6	53	*a*
409	Braybrooke N.	*25 0 0		
173	Brigstock - B. 11	- - -	43	33 6 0
170	Bringhurst, Great N. 12	- - -	85	39 18 8
172	Broughton - N.			
168	Bugbrooke - N. 11	183 0 0	95	48 14 6
172	Burton Latimer, Endowed Infant, Free - 1	180 0 0	45	22 10 0
169	Byfield - Ch. 11			
175	Castor - Ch.	- - -	73	35 16 0
175	Castor, Infant Ch. 2	- - -	62	32 1 8
163	Chipping Warden - N.			
167	Cogenhoe - N.	45 0 0		
172	Corby - - B. 11	- - -	103	8 3 4
166	Cosgrove - N.	90 0 0		
172	Cottingham-cum-Middleton N. 7	183 0 0	84 15	48 1 3
172	Cranford - N. 1	- - -	52	25 12 8
170	Creaton, Great N. 10	100 0 0	61	26 7 8
401	Crick, Boys N. 10	80 0 0	64	5 18 3
401	Crick, Girls and Infants N.	60 0 0		
164	Croughton Ch. 11	- - -	70	37 19 6
164	‡Culworth - N.			
168	Dallington - N. 10	52 0 0	35	12 15 5
169	Daventry - B. 11	- - -	88	65 14 0
172	Desborough N.	47 0 0		
171	Earl's Barton, Wickliffe - - B. 11	- - -	97	70 5 3
164	Evenly. *b*			
164	Eydon - - N. 11	25 0 0	72 20	41 6 6
175	Eye - - N. 2	324 7 6	70 18	31 19 6
171	Finedon, Endowed, Free 1	97 0 0		
171	Fineden, Endowed, Girls and Infants 1	18 10 0	209	25 0 0
				64 5 10
165	Gayton - N. 11	65 18 10	66	33 5 6
175	Glinton with Peakirk - N.	110 0 0		
173	Hargrave Ch.	123 12 0		
170	Harleston - N. 12	- - -	59	30 10 2
168	Harpole, Free N. 12	- - -	99	12 5 0
171	Harrowden, Little, Endowed - -	249 0 0		
164	Helmdon - N.	176 0 0		

a Grant refused under Article 52*d*.

b Inspection discontinued.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
175	Helpstone - P. 2	- - -	86	24 19 0
			9	
171	Irchester - N.	120 0 0		
173	Islip - Ch. 1	147 12 0	58	4 16 8
172	Kettering - N. 1	- - -	258	122 15 6
172	Kettering - B. 10	*250 0 0	135	95 2 5
172	Kettering (North End) Ch. 1	318 0 0	122	53 13 6
401	Kilsby - - N.	*30 0 0		
164	King's Sutton N. 11	193 14 8	67	23 12 10
168	Kingsthorpe N. 10	85 0 0	105	31 11 0
168	Kislingbury N. 12			
174	Lilford, Mixed 2	- - -	43	*a*
165	Litchborough Ch. 11	- - -	32	16 16 10
172	Loddington Ch. 1	- - -	37	19 15 6
			14	
173	Lowick Charity 1	- - -	62	28 17 1
			17	
163	Middleton Cheney - N. 11	679 10 0	130	66 0 10
167	Milton - N. 11	- - -	82	44 5 4
170	Moulton and Overstone - N. 11	126 12 0	126	53 6 0
170	Naseby - N.	92 0 0		
174	Nassington and Yarwell - Ch. 2	- - -	67	17 3 7
175	Newborough P. 2	- - -	50	20 12 3
			12	
168	Northampton, All Saints' - N. 10	*316 0 0	443	220 9 2
	" "	942 15 0	24	
168	Northampton, All Saints', Infants - N. 10	- - -	67	27 8 10
168	Northampton, Blue Coat			
168	Northampton B. 11	550 0 0	373	283 4 9
168	Northampton, St. Andrew's N. 10	474 0 0	182	80 18 0
168	Northampton, St. Edmund's N. 10	436 0 0	148	57 5 2
168	Northampton, St. Giles' - P. 10	631 0 8	265	130 0 2
			42	
168	Northampton, St. Katherine's N. 10	237 0 0	145	62 9 6
168	Northampton, St. Peter's N. 10	276 0 0	108	58 7 2
			42	
168	Northampton, St. Sepulchre's N. 10	460 0 0	158	63 13 1
168	Northampton Society's Reformatory.			
168	Northampton. Infant - W. 11	- - -	43	23 19 0
171	Orlingbury - N.	103 0 0		
174	Oundle - N. 1	244 0 0	108	44 5 1
174	Oundle - B. 11	- - -	136	108 9 3
175	Paston - N. 2	- - -	86	49 4 8
175	Peterborough, Boys - - N. 2	- - -	225	53 6 2
175	Peterborough, Girls - - N. 2	31 0 0		60 19 8
175	Peterborough, Infants - N. 2	264 15 0	191	93 12 0
175	Peterborough B. 11	610 0 0	212	155 10 0
175	Peterborough, Sunday - B.	*150 0 0		
175	Peterborough, New England, St. Mark's - N. 2	- - -	164	73 18 0
175	Peterborough, Practising - 2	366 0 0	167	86 10 10
175	Peterborough, St. John the Baptist's - Ch. 2	539 2 0	277	105 2 10
167	Piddington - N. 11			
170	Pitsford - N.	52 10 0		
172	Pytchley, Endowed Ch.	163 10 6		
173	Raunds - N. 1	372 0 0	87	25 0 0
			23	
173	Raunds - W. 11	429 0 0	123	88 2 3
420	Rockingham N. 7	- - -	65	36 3 5
172	Rothwell - B. 10	*100 0 0	126	82 4 4
409	Sibbertoft - N.	60 0 0		
165	‡Silverstone - N.			
165	Silverstone - W. 10	- - -	78	88 5 4
			58	
170	Spratton - N.			
421	Stamford, Baron, St. Martin's - N. 3	- - -	178	89 6 9
173	Stanwick - N. 1	*54 0 0		
	" - "	4 15 0	63	31 5 6
409	Stoke Albany and Wilbarston 7	- - -	65	14 1 7
421	Thornhaugh N. 2	- - -	46	15 18 0
173	Thrapstone - N. 1	112 10 0	77	28 5 3
173	Thrapstone - B.			
173	Titchmarsh N. 2	147 4 6	125	63 6 6
165	Towcester - N. 11	213 15 0	179	103 10 8
174	Wadenhoe Ch. 7	- - -	31	8 3 11
163	Wappenham N. 10	- - -	35	15 6 8
169	Watford - N. 12	- - -	66	19 15 0
			7	
169	Weedon Bec N. 11	200 2 6	44	17 1 4
165	Weedon Lois N.	96 0 0		
174	Weldon - Ch. 2	- - -	68	12 8 9
			18	
408	Welford and Sulby, Endowed - 6	150 13 0	84	69 5 2
			35	
171	Wellingborough, Freeman's Endowed - 1	493 0 0	210	29 3 4
			64	
164	Whitfield - N. *b*			
109	Wilbarston N.	33 0 0		
173	Woodford (near Thrapstone) Ch. 2	- - -	56	26 2 11
			11	
169	Woodford-cum-Membris (near Daventry) Ch. 11			
167	Wootton - N.	*46 0 0		

a Grant refused under Article 51*a*.

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865), Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865), Amount paid.
	NORTHUMBERLAND.	£ s. d.		£ s. d.
559	Acklington - N. 2	- - -	52	23 2 4
555	Acomb Township - Ch.			
555	Allenheads - N. *a*	50 0 0		
555	Allenheads - B. 6	- - -	85	16 11 8
555	Allenheads, St. Peter's - N.	30 0 0		
559	Alnwick - N. 12	415 0 0	251	115 14 8
559	Alnwick - B. *b*			
559	Alnwick, Corporation (Lower) - *c*			
559	Alnwick, Corporation, Endowed (Upper) - *c*			
559	Alnwick, Duke of Northumberland's - N. *c*			
559	Alnwick, Ragged -	127 0 0		
559	Alnwick, St. John's - R. 2	- - -	81	37 14 6
561	Ancroft - N. 1	311 0 0	61	29 12 4
555	Anick - Ch. *c*			
553	Backworth Colliery - 2	- - -	127	43 14 10
557	Bavington, Great - Pres. 3	- - -	35	14 16 0
558	Bedlington Ch. 2	332 0 0	159	61 10 8
560	Belford - N.	*58 0 0		
560	Belford - Pres. 3	- - -	70	33 17 10
557	Bellingham, Endowed, Free 1	113 5 0	62 21	36 10 10
552	Benwell Village - Ch. 4	- - -	78	39 14 6
561	Berwick-upon-Tweed, Charity, Boys - - 7	100 0 0	189 17	51 4 6
561	Berwick-upon-Tweed, Charity, Girls - - Ch. 7	618 0 0	230	70 2 6
561	Berwick-upon-Tweed, Infants - - N. 7	124 5 0		48 1 6
561	Berwick-upon-Tweed - B. 3	694 0 0	227	123 14 0
561	Berwick-upon-Tweed, Infants - B. 3	104 3 6	113	57 7 6
561	Berwick-upon-Tweed, English Presbyterian.			
561	Berwick-upon-Tweed - U.			
561	Berwick-upon-Tweed, St. Cuthbert's R. 2	- - -	62 11	30 14 10
557	Birtley - N. 1	- - -	30	25 0 0
556	Blenkinsopp Ch. 4	- - -	35	15 2 8
553	Blyth, English Pres. 3	- - -	80	43 6 8
562	Branton, English Pres. - 3	- - -	45	21 11 6
563	Brencekburne Ch. 1	- - -	25	12 19 2
555	Broomhaugh, Village - N. 4	35 0 0	41	20 6 0
553	Burradon Colliery - - 7	- - -	166 25	100 18 7
552	Byker, St. Anthony's - N. 11	232 17 6	78 12	38 17 2
555	Bywell - Ch. 3	- - -	54	27 17 10
558	Cambo - N. 2	- - -	46	24 10 8
562	Chatton - N. 2	- - -	88	40 7 0
562	Chillingham N.	*45 0 0		
555	†Colwell - R.			
555	Corbridge - N. 4	*45 0 0		
	" - "	412 0 0	129	64 4 6
561	Cornhill - N. 1	*40 0 0		
	" - "	93 4 0	53 17	30 6 0
554	Coxlodge - R. 11	- - -	75	24 14 8
562	Crookham - N. 2	104 10 0	68	30 3 4
562	Crookham - Pres. 3	- - -	44	21 14 4
554	Dalton, Village - Ch. 2	- - -	23	9 18 4
553	Earsdon - N. 2	- - -	109	57 18 6
563	Elsdon - N.	*35 0 0		
552	Elswick, High, St. Paul's - N. 10	943 18 0	187	74 4 8
557	Falstone - B. 6	- - -	46	25 0 4
556	Featherstone Ch. *d*			
562	Ford, Ch. of E. and Pres. - 2	- - -	82 8	39 0 0
559	Glanton - Pres. 3	- - -	59	27 2 4
554	Gosforth - N. 3	422 2 0	161	80 13 4
554	Gosforth - B. 1	- - -	54	*e*
554	Gosforth (North) Ch. 5	- - -	68	39 9 0
563	Harbottle - N.	*36 0 0		
558	Hartburn - N.	85 0 0		
554	Heddon-on-the-Wall - N. 3	200 0 0	87	42 4 6
555	Hedley - N. 4	- - -	35 7	20 17 10
556	Herdley Bank Ch. 4	- - -	49 15	24 10 0
555	Hexham, St. Mary's - R. 6	- - -	109	52 14 8
555	Hexham, Subscription - 1	550 0 0	198	4 15 4
553	Holywell Colliery - B.	*25 0 0		
561	Hornclife - B. 3	- - -	50	24 18 0
558	Horsley, Long P. 1	- - -	73	32 13 0
553	Horton - Ch. 2	561 12 0	187	88 19 8
559	Houghton, Long - - N. 2	- - -	47	26 11 8
553	Howden Pans B.	50 0 0		
559	Howick - Ch. 1	146 0 0	31	0 12 0
554	Kenton - N. 3	121 0 0	65	36 7 4
557	Kieldar - B. 6	- - -	42	25 8 1
553	Killingworth Colliery - 2	- - -	184	81 11 6
557	Kirk Whelpington - P.			
556	Knaresdale - N. 4	- - -	48	36 5 4
559	Lesbury - Ch.			
562	Lilburn Tower 2	- - -	53	55 17 1

a School pulled down. *b* Now a private adventure school. *c* Removed from inspection.
d School broken up. *e* Grant refused under Article 51*a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
555	Lillswood Subscription - *a*			
558	Longhirst - N.	56 0 0		
562	Lowick - N. 2	75 0 0	75	38 1 8
562	Lowick - B. *b*	30 0 0		
562	Lowick - Pres. 3	- - -	70	35 5 2
562	‡Lowick - R.			
560	‡Lucker - P.			
554	Matfen - Ch. 2	- - -	22	11 4 0
554	Matfen - Ch. 2	- - -	27	13 18 8
556	Melkridge - Ch.	*30 0 0		
555	Mickley - N. 4	- - - { 165 / 32 }		90 13 6
562	Mindrim - Ch. 2	- - - { 51 / 20 }		27 13 8
558	Morpeth, Borough (or Corporation) 3	*200 0 0	164	67 6 4
558	Morpeth - Pres. 3	- - -	85	39 17 10
558	Morpeth, St. James' - N. 1	276 6 8	155	67 14 4
558	Morpeth, St. James',Girls N. 1	- - -	75	40 0 0
555	Newborough, Boys - - N.	99 1 8		
554	Newburn Manor - Ch. 4	- - -	77	35 16 4
552	Newcastle-upon-Tyne, Arthur's Hill 7	335 0 0	125	57 18 3
552	Newcastle, Castle Garth N. 10	{ *150 0 0 / 28 0 0 }	{ 130 / 26 }	66 7 10
552	Newcastle, Ch. of the Divine Unity 7	- - -	108	49 15 0
552	Newcastle, Clergy Jubilee Trade (Lower) N. 10	800 0 0	185	84 7 6
552	Newcastle, Clergy Jubilee Trade (Upper).			
552	Newcastle, Jubilee - B. 7	- - -	278	144 16 10
552	Newcastle, Orphan House W. 7	1,172 0 0	420	215 12 7
552	Newcastle, Ragged - -	1,582 0 0		
552	Newcastle, Reformatory.			
552	Newcastle, Sallyport - B. *c*			
552	Newcastle,St. Andrew's - N. 10	*166 0 0		
	„ „	1,130 0 0	{ 431 / 12 }	176 7 0
552	Newcastle,St. Andrew's - R. 11	{ 243 0 0	{ 589 / 171 }	335 3 2
552	Newcastle,St. John's - N. 10	*335 0 0		
	„ „	120 16 4	209	77 16 6
552	Newcastle,St. Mary's - R. 11	{ - - -	{ 584 / 28 }	284 3 2
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
552	Newcastle,St. Thomas' - N. 10	130 0 0	321	167 19 0
560	Newham - B. 3	- - -	49	26 18 0
555	Newton Hall N. 4	- - -	38	23 17 4
555	Ninebanks - N.	47 0 0		
561	Norham, Boys N. 1			
561	Norham, Girls N. 2	121 0 0	33	17 4 10
561	Ord, East - B. *d*	35 0 0		
555	Ovington - N.	93 5 8		
559	‡Radcliffe Colliery - - N.			
557	Rochester, Lord Redesdale's N. 4	- - -	27	11 11 9
561	Scremerston N. 1	166 0 0	{ 82 / 7 }	43 13 8
552	Seaton Burn B. *e*	*20 0 0		
553	Seaton Burn Colliery - B. 6	{ - - -	{ 85 / 26 }	49 8 10
553	‡Seghill - N.			
552	Shieldfield, Ch. Ch. - N. 10	862 0 0	415	168 18 2
553	Shields, North N. *f*	*300 0 0		
553	Shields, North Pres. 1	267 1 0	272	142 4 6
553	Shields, North R. 11	{ - - -	{ 219 / 26 }	107 4 0
553	Shields, North, Union - B. 1	*225 0 0	148	70 2 6
561	Shoreswood - N.	131 9 0		
555	Simonburn - N.	276 0 0		
561	Spittal - B. 3	*75 0 0	113	56 4 0
554	StamfordhamR. 6	130 0 0	46	21 6 0
554	Sugleyfield - N.	*100 0 0		
557	Thorneyburn Ch.	75 7 6		
561	Tweedmouth, English Pres. - 3	- - -	76	*g*
553	‡Tynemouth, Ragged.			
552	Walbottle Colliery.			
552	Walker, Iron and Alkali Works - 7	{ - - -	{ 222 / 37 }	108 0 0
557	Wark, Heron's Charity and Parish - 1	- - -	84	45 9 4
559	Warkworth, Radcliffe Colliery - Ch.			
560	Warrenford - B. 3	{ *20 0 0	{ 33 / 7 }	17 7 4
553	Whitley Chapel N.	70 0 0		
563	WhittinghamN. 1	- - -	75	49 0 0
555	Whittonstall N. 4	110 0 0	32	10 10 11
553	WillingtonQuay, Stephenson's Memorial - 7	737 0 0	271	121 3 8
563	Wingates - N.	26 10 0		
558	‡Witton (Nether) N.			
562	Wooler - N. 2	*70 0 0	77	38 1 6

a Inspection withdrawn. *b* School broken up. *c* Inspection discontinued.
d School has ceased to exist. *e* School sold. *f* Inspection declined.
g Grant refused under Article 51*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
562	Wooler - Pres. 3	- - -	107	60 11 2
			16	
555	‡Wylam Colliery.			
555	Wylam, Village B. 6	526 0 0	88	35 14 2
	NOTTINGHAM.			
438	Arnold - N. 10	480 0 0	184	118 3 11
438	Arnold, Infants - - N.	242 0 0		
441	Averham - N. 6	- - -	30	17 3 7
442	Balderton - N. 2	334 0 0	78	27 15 0
			52	
442	Barnbey-in-the-Willows - N.	57 0 0		
438	Basford - N. 10	440 0 0	323	69 12 4
434	Beckingham N.	222 0 0		
438	Beeston - N. 11	*144 0 0	152	65 15 10
438	Beeston - W. 11			
442	Besthorpe - N.	40 0 0		
443	Bingham - N. 3	- - -	174	94 2 4
			23	
443	Bingham - W. 11	372 0 0		
437	Blidworth - N. 10	425 0 0	52	26 16 5
434	Bole - - N. 2	- - -	38	20 12 6
441	Boughton, Infant - - Ch. 2	- - -	52	18 15 0
444	Bramcote - N.	*50 0 0		
443	Bridgeford, East - - N. 11	- - -	66	30 2 0
			10	
438	Bridgeford, West - - Ch.	146 0 0		
438	Calverton - N. 5	- - -	53	5 11 10
438	Carrington - N. 4	*75 0 0		
	" - "	35 0 0	57	24 4 4
444	Chilwell - N.	246 0 0		
442	Coddington - N.	71 9 0		
442	Coddington - W. 1	- - -	33	4 15 0
442	Collingham, North and South - N. 2	*60 0 0		
	" "	65 11 6	87	28 1 9
442	Collingham - W. 1	330 0 0	63	35 3 10
			19	
438	Cossall, Village - - 10	- - -	45	37 0 6
415	Costock - N. 11	*50 0 0		
	" - "	83 0 0	37	14 7 4
435	Cotes, Old - -	*50 0 0		
443	Cotgrave - Ch. 11	- - -	92	45 19 2
			18	
443	Cropwell Butler - P.	- - -	67	27 5 10
435	Dunham - N. 2	215 0 0	79	29 5 11
438	Eastwood, Boys - - Ch.	324 3 9	137	96 16 2
438	Eastwood, Girls - - Ch. 10	45 0 0	48	27 15
438	Eastwood, Infants - - Ch. 10	*60 0 0		
	" " *a*	50 0 0	82	24 11 5
441	Elston, All Saints' - N. 2	126 0 0	55	15 18 9

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	NOTTINGHAM— *cont.*	£ s. d.		£ s. d.
441	Epperstone - N. 10	303 0 0	27	14 19 0
442	Farndon - N.	233 0 0		
441	Farnsfield, Endowed - Ch. 10	- - -	98	75 2 9
441	Farnsfield - W. 11	- - -	109	58 16 10
435	Gringley-on-the-Hill - N. 2	284 3 0	58	31 11 3
			11	
443	Hawksworth Ch.			
438	Hucknall Torkard - N. 10	404 0 0	217	158 4 10
439	Hyson Green, St. Paul's - N. 4	1,065 16 0	228	112 6 9
443	Keyworth - N. 11	- - -	40	7 19 0
432	Kimberley - B.	50 0 0		
444	Kingston-upon-Soar - - N.	- - -	52	*b*
438	Lambley - N.	90 0 0		
443	Langar - Ch. 11	- - -	21	8 16 8
441	Laxton - P. 2	- - -	57	14 6 11
439	Lenton - N. 4	683 6 8	355	136 19 0
441	Lowdham - N. 11	293 15 0	104	88 1 9
			7	
437	Mansfield, St. John's - N. 10	828 0 0	159	97 13 2
			26	
437	Mansfield - B. 12			
437	Mansfield - W. 12			
437	Mansfield Woodhouse N. 10	200 0 0	117	59 9 0
437	Mansfield Woodhouse W.			
435	Markham Clinton - N.			
435	Mattersey - N.	274 12 0		
441	Markham, North, Mary Woolhouse's Charity.			
442	Newark-upon-Trent, Boys N. 2	*125 0 0		
	" "	140 15 0	259	12 10 0
442	Newark-upon-Trent, Girls' N. 2	84 4 0		6 5 0
442	Newark-upon-Trent, Ch. Ch. (Haughton Road) - N. 2	1,404 10 0	289	97 0 9
			36	
442	Newark-upon-Trent (King St.), Infant N. 2	- - -	82	21 2 2
442	Newark-upon-Trent - W. 1	273 0 0	96	46 3 6
			8	
438	Newthorpe, Infants - N.	50 0 0		
440	Nottingham (Bath St.), Boys - - B. 11	- - -	120	53 1 6
440	Nottingham (Canal St.) B. *c*	*550 0 0		
440	Nottingham (Derby Rd.) B. 11	174 0 0	128	70 10 8
440	Nottingham (Girls' Sch. of Industry) 4	- - -	103	41 3 4
440	Nottingham (High Pavement) - B. 11	- - -	326	121 12 8

a School originally Boys, transferred to Infants, April 1864; old Infants' school pulled down.
b Grant refused under Article 51*b*. *c* School pulled down and a new one erected in Bath Street.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
440	Nottingham, St. Anne's, Mixed - 4	- - -	104	8 3 4
440	Nottingham, St. Barnabas' R. 9	- - -	73	36 16 0
440	Nottingham, St. James' (Rutland St.), Infants - N. 4	- - -	124	48 9 2
440	Nottingham, St. John's - N. 4	517 0 0	194	67 19 9
440	Nottingham, St. John's - R. 9	- - -	145	66 0 0
440	Nottingham, St. Mary's (Barker Gate) - N. 4	*300 0 0 228 7 0	484	102 6 8
440	" " " Nottingham, St. Mary's (Plumptre Street) - N. 4	444 0 0		96 18 7
440	Nottingham, St. Mary's - R. 9	- - -	72	38 16 4
440	Nottingham, St. Matthew's - N. 4	649 0 0	154	61 8 9
440	Nottingham, St. Nicholas' N. 4	800 0 0	206	92 19 1
440	Nottingham, St. Paul's - N.	352 13 1		
440	Nottingham, St. Peter's - N. 4	- - -	228	83 3 9
440	Nottingham, St. Saviour's N. 4	- - -	88	8 3 5
440	Nottingham, Holy Trinity N. 4	853 0 0	649	276 5 10
440	Nottingham, Trinity Branch - 4	- - -	102	80 16 8
441	Ollerton - N. 2	236 17 8	141	46 13 0
437	Pleasley Hill B. 12			
439	Radford, New - - N. 4	454 0 0	403	157 13 6
439	Radford, Old N. 4	150 0 0	151	62 9 4
435	Retford, East N. 2	743 0 0	335 85	125 2 6
435	Retford, St. Saviour's - N. 2	94 17 8	88	25 14 9
435	Retford, West N. 2	181 5 0	69 22	23 0 5
435	Retford - W. 10	- - -	74	38 15 0
438	Ruddington N. 11	- - -	147	73 4 2
438	Selston - N. 10	301 0 0	238	157 16 7
436	Shireoaks - Ch. 5	- - -	60	27 14 0
437	Skegby - N.	126 0 11		
439	Snenton - N. 4	*150 0 0	93	43 5 7
441	Southwell - N. 6	- - -	159	83 11 4
441	Southwell, Holy Trinity, Infants - - N. 6	165 0 0	84	15 12 11
444	Stapleford - N. 11	- - -	127	4 3 4
435	Sturton - N. 2	51 8 0	68	28 18 5
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
415	Sutton-Bonnington, Boys - - Ch. 11	193 0 0	125	6 18 5
415	Sutton-Bonnington, Girls - - N. 11	243 16 2	27	44 11 6
437	Sutton-in-Ashfield - N. 10	418 3 4	244 42	207 5 3
437	Sutton-in-Ashfield - B.	*125 0 0		
441	Sutton-on-Trent - N.	*50 0 0		
438	Trowell - Ch. 11	- - -	38	17 9 10
441	Upton - - N. 6	89 5 0	43 8	24 18 10
434	Walkeringham - - Ch. 2	- - -	63	31 11 9
441	‡Weston, Endowed - Ch.			
438	Westwood (Selston), Infant - N. 10	- - -	30	6 3 2
435	Wheatley, North - Ch. 2	48 10 4	62	31 12 1
415	Willoughby-on-the-Wolds, General - Ch.	90 0 0		
436	Worksop Abbey - - N. 5	100 0 0	222	76 0 10
436	Worksop, Castle Hill - - N. 5	- - -	185	66 15 10
436	Worksop Rectory - - N. 5	432 0 0	70	32 10 0
436	Worksop, St. Mary's - R. 11	- - -	43	19 6 7
	OXFORDSHIRE.			
163	Adderbury - N.	279 4 0		
159	Ardley - N. 2	- - -	49	22 7 4
162	Ascot-under-Wychwood N. 3	- - -	63	28 6 8
155	Assendon - R. 5	- - -	30	17 2 2
156	Aston Rowant - - N. 4	70 0 0	50 11	30 2 10
161	Aston-in-Bampton - N.	286 4 0		
123	‡Baldon - N.			
163	‡Balscott - N.			
163	Banbury - N. 2	- - -	314 51	93 6 6
163	Banbury - B. 6	156 0 0	291	161 7 4
163	Banbury, Central, Infants B. 6	- - -	106	58 0 2
163	Banbury, St. John's - R. 5	- - -	64	21 14 6
157	Beckley - N. 4	- - -	56	35 8 10
125	Benson - N. 4	127 10 0	129	70 5 2
125	Benson - B. 6	- - -	80	50 8 2
159	Bicester - N. 2	818 0 0	193 19	92 9 6
159	Bicester, Infants - - N.	*45 0 0		
160	Bladon - N. 3	- - -	78	41 5 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	OXFORD—*cont.*	£ s. d.		£ s. d.
163	Bloxham - N. 2	142 0 0	77 21	40 18 2
163	Bodicote - Ch. 2	- - -	30	13 9 4
161	Bradwell - Ch.			
161	Broughton-Poggs-cum-Filkins - Ch. 1	86 3 0	77	28 16 10
161	Burford and Fulbrooke - N. 4	- - -	175 35	98 18 6
	Burton Abbot's - - N.	124 12 6		
156	Cadmore End N.	129 0 0		
160	Cassington - Ch. 11	- - -	52	18 0 0
155	Caversham - P. 5	- - -	109	57 11 9
162	Chadlington N. 3	- - -	88 21	40 1 9
162	Chadlington, Infants - N.			
162	Charlbury - B. 6	60 9 0	88	47 12 0
162	Charlbury, Infant - 6	- - -	74	22 1 2
163	Cherwell, Infant - - B. 6	- - -	165 49	107 3 10
150	Chinnor - B.	54 0 0		
150	Chinnor - N. 4	346 0 0	64	20 2 3
162	Chipping Norton - - N. 2	*100 0 0		
	" " "	495 10 4	137	49 10 4
162	Chipping Norton - - B. 6	300 0 0	163	84 11 0
162	Churchill and Sarsden - N. 2	- - -	125 30	*a*
157	Cowley - N. 11	- - -	90	23 0 5
163	Cropredy - N. 2	270 0 0	114	45 11 6
157	Cuddesdon - N. 4	68 0 0	68	31 1 4
123	Culham - N.	67 10 0		
123	Culham, Oxford Diocesan Practising 12	146 5 0	32	17 1 4
160	Deddington - N. 2	400 0 0	143	44 15 7
125	Dorchester - N. 4	*20 0 0	33 25	19 14 3
125	Dorchester, Girls and Infants - N. 4	- - -	55	23 0 0
163	Drayton - N. 4	- - -	38 15	26 0 0
161	Ducklington, St. Bartholomew's - N.	243 0 0		
161	Ensham - N.	228 3 6		
162	Enstone - N.	*56 0 0		
125	Ewelme - N. 4	- - -	49 17	25 18 6
162	Finstock and Fowler - N. 3	285 4 0	71	22 10 0
126	Goring - N. 10	- - -	38	10 19 10
161	Hailey - N.	60 0 0		
155	Harpsden - P. 6	- - -	31	15 8 6
157	Headington N. 5	237 0 0	72	37 2 4
155	Henley-on-Thames - N. 10	647 0 0	283	103 18 4
163	Hook Norton - - N. 2	- - -	89 12	36 11 8
163	‡Hook Norton - - B.			
150	Ibstone - Ch.			
157	Ilfley - - Ch. 10			
161	Kencott - Ch. 4	- - -	33	17 5 0
160	Kiddington - N. 3	- - -	37	15 11 6
160	‡Kidlington - N.			
155	Kidmore End, St. John the Baptist's Ch. 6	98 5 0	66 13	34 3 4
162	Kingham - N. 2	- - -	75 24	47 3 8
159	Kirtlington - N. 3	- - -	63 13	33 3 2
159	Launton - N.	112 17 2		
162	Leafield - N. 3	*65 0 0	103	45 2 4
161	Leigh, North N. 1	*48 0 0	50	15 3 7
156	Lewknor - N. 4	*83 0 0		
	" - "	31 8 3	62 10	37 14 6
157	Littlemore - Ch. 11	- - -	47	16 14 8
126	Maple-Durham - - P.			
157	Marston - N. 11	- - -	46	13 9 7
156	Milton, Great N. 4	- - -	121	58 14 0
156	Milton, Little N. 4	149 0 0	57	31 3 2
162	Milton-under-Wychwood 3	- - -	92 17	29 6 9
156	Moreton - Ch.	174 0 0		
163	Newington, North - N. 2	- - -	68	1 0 0
163	Newington, South - N.	*67 0 0		
	" " "	40 0 0		
161	Newland, the Blake.			
155	Nuffield - Ch. 5	- - -	39	15 19 0
123	Nuneham - N. 12	- - -	80	47 10 0
158	Oxford, Blue Coat.			
158	Oxford, City U.			
158	Oxford, St. Aldate's - N. 11	*72 0 0	41	16 14 10
158	Oxford, St. Clement's - N. 11	- - -	198	92 17 4
158	Oxford, St. Ebbe's - N. 11	- - -	150	62 11 6
158	Oxford, St. Giles' - N. 11	*110 0 0	154	70 5 10
158	Oxford, St. Mary Magdalene's - N. 11	- - -	82	57 3 6
158	Oxford, St. Michael's - Ch. 11	- - -	22	*b*
158	Oxford, St. Paul's - N. 11	213 0 8	264	193 13 6
158	Oxford, St. Peter's-in-the-East - Ch. 11	- - -	71	29 16 10
158	Oxford, St. Thomas-the-Martyr - N. 10	- - -	44	13 4 0
158	Oxford - W. 6	76 0 0	180	91 11 10
159	Piddington - N. 4	203 0 0	47	21 11 4
155	Pishill - - Ch. 4	- - -	30	12 4 0
161	Ramsden - N. 3	68 0 0	60	19 12 0
162	Rollright, Great - N. 2	155 15 0	58 15	17 12 6

a Grant refused under Article 52*d*.

b Grant refused under Article 51*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	OXFORD—*cont.*	£ s. d.		£ s. d.
155	Rotherfield (Grey's), Trinity, Infants - N. 10	60 0 0	84	39 11 0
160	Sandford - N.	45 0 0		
155	Shiplake N. 5	- - -	56	21 8 8
162	Shipton-under-Wychwood N.	255 0 0		
257	Southstoke - N. *a*	30 0 0		
160	Steeple Aston, Radcliffe's Ch. 3	- - -	61	25 15 0
157	Summertown N. 11	86 0 0	64	49 18 0
155	Swyncombe, Industrial - Ch. 4	- - -	35	17 5 4
156	Sydenham (Wenman's) N.	50 0 0		
160	Tackley - N. 3	78 0 0	62	28 3 10
156	Tetsworth - N.	100 0 0		
162	Tew, Great, Endowed - 2	- - -	72	31 10 0
162	Tew, Little - N.	*30 0 0		
	" " - "	10 0 0		
156	Thame " - N.	*120 0 0		
	" - "	60 0 0		
156	Thame - B.	*150 0 0		
125	Warborough N.	45 0 0		
163	Wardington, Little - N. 2	- - -	79	37 14 4
155	Watlington - N. 4	50 0 0	52	13 5 3
161	Westwell - N.	40 0 0		
157	Wheatley - N. 4	- - -	76	41 5 0
163	Wigginton - N.	164 0 0		
161	Witney - N. 1	*47 0 0		
	" - "	699 0 0	157	74 11 2
161	Witney - W. 6	- - -	59	29 13 6
125	Woodcote - N.	*35 0 0		
160	Woodstock - N. 3	691 0 0	152	37 0 0
160	Woolvercote P. 11	- - -	85	26 18 8
163	‡Wroxton - N.			
	RUTLAND.			
419	Ashwell - Ch.			
420	Bisbrook - Ch. 4	- - -	40	20 0 0
419	Braunston - N.	*40 0 0		
421	Clipsham - N.	111 2 0		
419	Cottesmore - N. 4	- - -	101	60 12 6
419	Empingham, Foster Charity - - N.		158	
419	Exton - - N. 3	- - -	37	31 11 3
419	Greetham - Ch 4	- - -	41	0 16 3
419	Hambleton - N.	*30 0 0		
	" - "	25 0 0		
421	Ketton - N. 4	263 0 0	133	42 4 2
419	Langham - Ch. 4	- - -	28	14 7 10
420	Luffenham, South - N. 4	76 0 0	28	8 14 0
419	Manton - N. 4	95 4 0	27	12 12 1
419	Oakham, Model - N. 4	589 15 0	294	146 15 1
421	Ryhall - N.	*50 0 0		
420	Seaton - N. 4	222 10 0	49	27 3 7
420	Uppingham N. 4	- - -	82	45 0 0
420	Wing - N. 4	84 0 0	60	33 13 0

a School pulled down.

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	SHROPSHIRE.	£ s. d.		£ s. d.
359	Acton Burnell N.	32 0 0		
364	Adderley - N. 7			
359	Alberbury - Ch. 4	- - -	37	12 6 6
363*b*	Ash - - N.	88 0 0		
366	Aston - - N. 10	60 0 0	58	24 7 1
364	Aston-in-Woore - N.	45 0 0		
359	Battlefield and Uffington - N. 4	- - -	30	4 3 10
357	Beckbury - N. 7	96 7 6	18	10 5 11
359	Berrington - N.	32 0 0		
353	Bishop's Castle - N. 6	76 13 4	123	51 16 10
359	Bomere Heath - N.	123 0 0		
356	Bridgnorth, Blue Coat - N.			
356	Bridgnorth, St. Mary's and St. Leonard's - N. 2	508 10 10	170	56 10 6
356	Bridgnorth, St. Mary's, Low Town - N. 2	334 18 8	96 6	35 13 5
353	Brockton - N.	105 0 0		
358	Broseley - N. 2	806 6 3	266	142 0 2
352	Cainham - N.	*47 0 0		
356	Chelmarsh - N.	80 0 0		
366	Chetwynd - N. 11			
354	Church Stretton - - Ch.	521 2 0		
353	Clun - - N. 6	- - -	53	20 19 10
353	Clunbury - Ch. 11	257 10 0	69	42 4 1
353	Clungunford N. 11	287 0 0	62	*b*
358	Coalbrookdale Company's, Boys - - N. 6	- - -	86	55 14 9
358	Coalbrookdale, Girls and Infants - Ch. 6	- - -	130	68 14 7
362	Cockshutt - N.	274 0 0		
359	Cressage - N.	170 14 0		
358	Dawley - N. 6	208 0 0	94	42 15 8
358	Dawley Bank, Infants - Ch. 1	- - -	174 20	41 11 8
358	Dawley, Poole Hill (Coalbrookdale Company's) Ch. 6	- - -	353 41	143 12 6
352	Diddlebury N. 4	- - -	84 7	40 9 2
366	Donnington Wood - N. 11	- - -	156	104 11 5
364	Drayton, Little - N. 7	145 10 0		
364	Drayton, Market - N. 7	*170 0 0		
	" - "	213 10 10		
362	Duddlestone, Subscription.			
362	Duddlestone Heath - N. 5	- - -	72	26 2 10
356	Eardington - N. 2	185 0 0	44	20 8 10
359	Eaton Constantine - N. 7	42 0 0	42	26 16 6
362	Ellesmere - N. 5	- - -	75	20 10 2

b Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
365	Ercall, High N.	135 2 6		
361	Frankton, St. Andrew's - Ch.	64 0 0		
362	Hampton (Welsh) - N. 5	207 10 0	66 4	33 6 5
359	Harley - Ch.	170 14 0		
364	Hinstock - N. 11	*60 0 0		
	" - "	176 0 0	97	45 5 4
364	Hodnet - N.	*80 0 0		
608	Hope (in Worthen) - N. 4	70 0 0	57	22 8 6
354	Hope Bowdler - N.	122 8 0		
353	Hopesay - P. 6	- - -	38	19 15 10
362	Hordley - N. 5	55 0 0	40	17 5 7
358	Ironbridge - P. 9	759 0 0		
358	Ironbridge, Severnside.			
358	Jackfield - N. 5	160 0 0	55 11	17 3 4
357	Kemberton - N.	100 0 0		
365	Ketley - N. 7	- - -	139	74 19 9
355	Kinlet - N.	87 14 8		
361	Kinnerley - N. 4	345 0 0	81	43 15 2
365	Kinnersley - Ch. 11	- - -	16	6 13 4
360	Leaton - P. 4	- - -	29	16 12 10
366	Lilleshall - N. 11	- - -	168	133 7 4
604	Llanvair Waterdine N.	127 0 0		
363A	Loppington - N. 4	75 10 0	32	16 19 2
352	Ludlow - N. 11	900 0 0		
358	Madeley - N. 3	255 13 4	284	147 13 2
358	Madeley Wood, Lloyd's - P. 3	- - -	22	4 11 2
358	Madeley Wood - W. 2	357 0 0	158	61 12 6
361	Maesbury - N.	42 0 0		
358	Malin's Lee N. 1	- - -	212	68 7 7
361	Martin's, St. (The Lodge) N. 5	127 5 0	52	14 7 2
360	Meole Brace N. 4	238 0 0	55	24 10 8
362	Middle - Ch. 4	- - -	87	40 7 10
356	Middleton - R.			
608	Middleton-in-Chirbury - N. 6	168 0 0	54	9 11 9
359	Minsterley - N. 4	- - -	40	18 15 0
361	Moreton - Ch. 5	- - -	42	19 11 7
356	Morville - N. 2	179 0 0	30	9 14 4
385	Nash - N.	75 0 0		
355	Neen and Milson - N.	63 0 0		
353	Newcastle - Ch. 6	- - -	42	17 12 10
366	Newport - N. 11	- - -	54	16 2 1
363	Newtown - N.	93 0 0		
352	Norton (Stockton) - - N. 7	- - -	49	36 9 7
352	Onibury - N.	*30 0 0		
361	Oswestry - N. 7	360 0 0	253 24	115 17 4
361	Oswestry - B. 11	*150 0 0	93	47 12 2
360	Oxon - N. 4	155 6 8	30	14 5 0
359	Pontesbury Ch. 4	288 0 0	117	45 2 8
361	Porthywaen N.	*60 0 0		
363	Prees - N. 4	160 0 0	84	39 12 6
359	Preston, Gubbald's - N. 4	- - -	29	3 1 7
365	Preston-on-the-Wildmoors - N.	36 13 0		
361	Rhydycroesau - - N.	85 0 0		
365	Rodington - N. 6	132 0 0	63	33 17 1
357	Ryton - N. 7	64 10 0	33	17 14 6
	Salop (South-east District) - - U.			
364	Sambrook - N. 11	211 0 0	51	26 4 0
361	Selatyn - Ch. 7	155 9 0	41	6 7 4
359	Sheinton - N.	70 0 0		
353	Shelve - N.	45 0 0		
357	Shiffnal - N. 7	- - -	88	34 6 3
360	Shrewsbury B. 2	154 18 0	212	108 6 2
360	Shrewsbury, Holy Cross N. 5	180 0 0	99	31 5 0
360	Shrewsbury, Coleham - N. 5	*120 0 0	169	56 13 4
	" " - "	165 12 8		
360	Shrewsbury, St. Alkmond's - N. 5	180 0 0	86	33 15 3
360	Shrewsbury, St. Chad's - N. 5	*290 0 0	286	95 10 6
	" " - "	1,063 0 0		
360	Shrewsbury, St. Chad's, Infant - N.	165 5 0		
360	Shrewsbury, St. Mary's and St. Michael's - N. 5	74 6 0	366	107 13 9
352	Stoke, St. Milborough's - N.	116 0 0		
352	Stokesay - P. 11	289 4 0	51	33 2 11
355	Stottesden - N.	*125 0 0		
357	Sutton Maddock - - N. 7	- - -	24	12 8 8
366	Tibberton - Ch. 11	- - -	63	24 14 10
363B	Tilstock - N.	*60 0 0		
359	Upton Magna N. 7	277 0 0	57	26 15 8
365	Wellington - N. 7	757 1 8	260	110 0 0
365	Wellington (Pain's Lane), St. George's Ch. 7	969 0 0	350 53	151 6 5
365	Wellington, St. Patrick's R.			
365	Wellington - W. 2	403 0 0	117	46 4 6
363A	Wem - N. 4	150 0 0	174	77 6 0
363A	Wem - - B.	*200 0 0		
358	Wenlock, Much N. 2	217 1 6	118	45 1 0
359	Westbury - N. 4	204 13 4	67	8 13 6
363B	Whitchurch, Boys - - N. 5	49 0 0	103	40 3 10
363B	Whitchurch, Endowed, Girls - - N. 5	- - -	55	*a*
363B	Whitchurch W.	226 0 0		
361	Whittington N. 5	214 10 0	118 12	38 12 4
363A	Whixall - N.	150 0 0		
354	Wistanstow N. 11	427 0 0	62	3 19 7
365	Wombridge, Oakengate's N. 7	366 0 0	100	45 0 5

a Grant refused under Article 52*d*.

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
364	Woore, St. Leonard's - N.	99 0 0		
356	Worfield, Endowed.			
608	Worthen - N. 4	93 0 0	74	26 13 0
365	Wrockwardine - - N. 7	121 0 0	66	37 2 0
365	Wrockwardine Wood N. 11	- - -	125 23	39 11 3
	SOMERSET.			
317	Aller - - N.	*35 0 0	37	18 17 4
319	Ash - - N.	50 0 0		
328	Ashton, Long P. 6	478 15 0	101	39 0 0
323	Backwell - N. 6	192 12 6	59	14 14 4
315	Bagborough, West - - P.	*40 0 0		
323	Baltonsburgh N. 1	- - -	41	25 0 0
324	Banwell - P. 5	265 2 6	123 9	24 18 11
317	Barton - Ch. 5	- - -	46	20 0 4
322	Batcombe - N. 6	- - -	61	17 11 5
326	Bath Abbey and St. James', Infant - N. 12	19 19 2	141	75 14 6
326	Bath and Bath Forum - B. 7	460 0 0	180	74 11 2
326	Bath, Beacon Hill - - N. 11	- - -	54	25 19 2
326	Bath, Harley Street - 7	- - -	56	22 4 4
326	Bath, Octagon Chapel - N. 12	- - -	52	28 5 4
326	Bath - - U.			
326	Bath - - R. 6	- - -	192	42 12 11
326	Bath, St. Michael's - N. 11	- - -	98	11 5 9
326	Bath, St. Saviour's - N. 10	173 12 8	176	81 11 2
326	Bath, Sutcliffe Industrial.			
326	Bath, Trim Street - B. 7	- - -	37	15 7 11
326	Bath, Trinity (Monmouth Street), Inft. 11	- - -	64	33 14 8
326	Bath, Walcot Chapel - W. 7	- - -	93	35 4 0
326	Bath, East, Walcot, Inft. 11	- - -	115	54 18 6
326	Bath, Walcot, St. Swithin's, Guinea Lane N. 11	568 14 0	326	166 2 0
326	Bath, Walcot, Trinity - N. 11	*115 0 0		
	" " - "	464 0 0	161	90 15 6
326	Bath, Weymouth House, Central - N. 12	227 11 11	198	102 16 0
326	Bathampton N. 11	- - -	30	15 18 4
326	Batheaston - N. 11	984 0 0	132 14	69 6 0
326	Bathwick - Ch. 11	- - -	112	62 5 4
326	Bathwick, Victoria, Inft. - 11	- - -	114	49 18 6

a Inspection lapsed.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
321	Beckington - P. 6	- - -	52	22 18 4
328	Bedminster, St. Luke's - N. 10	- - -	303	116 15 4
328	Bedminster and St. Paul's District - N. 10	*252 0 0		
	" - "	105 9 4	276	126 3 0
328	Bedminster - B. 7	623 0 0	337	140 1 7
321	Berkley - Ch. 5	- - -	33	13 4 6
324	Berrow - N. 4	70 0 0	33	18 10 4
324	Biddisham - N. 4	120 0 0	19	7 10 9
322	Binegar - N.	100 0 0		
315	Bishop's Hull N. 3	129 0 0	51	20 8 4
328	Bishport - N. 10	348 6 9	68	34 17 4
324	Blagden (Charterhouse) - Ch.	193 10 0		
324	Bleadon - N.	146 1 0		
314	Bradford - N. 3	68 6 0	59	30 17 4
324	Brendon Hill Ch. 4	- - -	39	16 3 10
324	Brent, East - N.	78 3 6		
324	Brent, South N. 4	260 0 0	40	15 11 0
320	Brewham - N.	333 0 0		
316	Bridgwater (Dr. Morgan's) - N. 2	28 2 0	128	42 0 0
316	Bridgwater (FriernStreet), Infants - 11	- - -	72	25 14 2
316	Bridgwater, General - B. 11	- - -	52	18 11 10
316	Bridgwater, Girls - - N. 2	43 10 0	43	20 1 6
316	Bridgwater, St. Mary's (MountStreet), Infants - N. 2	111 0 0	60	29 0 0
316	Bridgwater, (West St.), Raggedand Day - - N. 2	405 0 0	141	55 11 2
316	‡Bridgwater W. *a*			
327	Brislington - N. 11	853 0 0	133	73 17 6
327	Brislington, Arno's Court Reformatory R.			
329	Bristol, St. Mary Redcliffe - - N. 10	1,326 0 0	338 48	172 9 0
329	Bristol, St. Mary Redcliffe, Infants - - N. 10	- - -	199	21 18 11
329	Bristol, Temple Church, Colston's, Boys - - 10	- - -	53	*b* .
329	Bristol, Temple Ch., Infants - N. 10	- - -	219	75 8 1
313	Brompton-Ralph - N.			
313B	Brushford - N.	*22 0 0		
320	Bruton - N. 7	171 15 0	90	30 5 3
321	Buckland Denham - N. 6	102 0 0	63	26 17 10
324	Burnham - N. 4	200 0 0	62	23 6 3
324	Burrington - 6	- - -	68	35 15 6

b Grant refused under Article 52*d*.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
316	‡Burrowbridge Ch.			
323	Butleigh - N. 1	191 0 0	98	50 2 8
325	Camelay - P. 7	122 1 3	105	46 3 0
316	Cannington - N. 3	*140 0 0	115	57 18 4
			21	
320	Castle Cary - N. 6	214 5 0	80	41 13 0
			28	
316	Catcott - N. 1	37 10 0	72	26 16 0
321	Chantry, Industrial - N. 6	782 2 0	32	16 7 10
318	Chard - - N. 3	24 0 0	90	44 14 4
327	Charlton, Queen - N.	178 0 0		
331	Charlton, West - - N. 1	- - -	76	13 6 1
			16	
324	‡Cheddar - N. *a*			
315	Cheddon, Fitzpaine - - N.	80 0 0		
325	Chew-Magna P. 7	30 14 8	80	33 12 2
325	Chewstoke - N.			
323	Chewton Mendip - - P. 5	200 0 0	118	50 3 10
			23	
316	Chilton-on-Polden, Sunday - -	*30 0 0		
324	Churchill - P. 6	25 16 8	37	20 0 0
325	Clandown - Ch. 7	- - -	101	55 7 4
313A	Clatworthy - Ch.			
313	Cleeve (Old) N. 4	35 0 0	69	22 5 10
313	Cleeve, Trinity Ch.	207 0 0		
328	Clevedon - N. 6	*25 0 0		
	" "	657 0 0	107	47 16 6
			16	
325	Clutton - N.	*44 0 0		
319	Coker, East - B. 4	- - -	174	92 15 4
			64	
321	Coleford - N.	*60 0 0		
	" W.	134 14 4		
321	Coleford - W.	- - -		
326	Combe Down N.	35 10 0		
315	Combe Florey N.	30 0 0	32	16 3 8
318	Combe, St. Nicholas' - N. 3	- - -	76	44 9 6
316	Combwich - N.	120 0 0		
324	Compton, Bishop - N.	50 0 0		
327	Compton, Dando - N. 11	226 0 0	46	20 3 6
325	Compton Martin - N.	55 0 0		
320	Compton Pauncefoot N. 5	- - -	58	37 17 8
			13	
324	Congresbury N. 7	- - -	38	6 3 11
315	Corfe - - P. 3	- - -	40	22 18 4
327	Corston - N.	74 0 0		
323	Coxley - - N.	60 0 0		
322	Cranmore, East and West - - N. 6	13 9 0	37	16 13 0
318	Crewkerne - N. 2	250 0 0	134	50 4 8
315	Curry, North N. 2	240 8 4	105	40 11 8
313	Cutcombe, Endowed - N. 4			
323	Dinder - Ch. 5	- - -	26	14 4 6
325	Downside, Ch. Ch. N.	85 0 0		
323	Dulcote - N. 5	- - -	36	17 8 0
313B	Dulverton - N. 4	342 8 0	128	35 14 11
328	Dundry - N.	296 0 0		
326	Dunkerton - N.	80 0 0		
313	Dunster - Ch. 4	- - -	47	19 6 8
313	Dunster - W. 11	159 12 0	61	25 17 4
316	Eastover, St. John's - N.	175 10 0		
313	Elworthy - N.	*50 0 0		
322	Evercreech, Ch. Ch. - N. 6	675 9 0	156	73 2 10
294	Exmoor - N.			
328	Failand - N.	*40 0 0		
	" "	23 15 6		
325	Farmborough P. 7	315 12 0	57	29 0 4
328	Flax Bourton N. 6	- - -	21	3 13 2
258	Freshford - Ch. 11	104 15 0		
321	Frome, Ch. Ch. N.	181 0 0		
321	Frome, Milk Street - B. 6	37 10 0	147	45 11 9
321	Frome-Selwood N. 7	62 9 4	75	38 13 0
321	Frome - Selwood, Girls- N. 7	- - -	104	49 17 1
321	Frome, Trinity N. 7	166 19 8	102	53 9 5
321	Frome - - W. 6	- - -	88	42 18 4
323	Glastonbury N. 1	335 12 6	198	68 17 2
316	Gleinton - P.			
317	Hambridge - N.	100 0 0		
319	Hardington Mandeville N. 2	- - -	49	21 9 0
325	Harptree, East P. 5	- - -	46	20 8 6
319	Haselbury Plucknett - N. 3	- - -	74	32 10 5
			14	
315	Hatch-Beauchamp - N.			
324	Highbridge - N. 4	116 0 0	36	9 0 6
318	Hinton, St. George's - N. 3	287 0 0	71	24 6 4
323	Horrington, East - - Ch. 5	- - -	25	11 18 6
320	Horsington - N.	378 0 0		
313B	‡Huish-Champflower - N.			
316	Huntspill - N. 3	- - -	36	14 14 6
324	Hutton - Ch. 4	- - -	29	3 10 1
319	Ilchester - N.	*79 0 0		
318	Ilminster - N. 3	500 0 0	103	22 9 7
317	Keinton Mandeville - N.	42 0 0		
328	Kenn - - N. 5	37 10 0	22	11 9 10
327	Keynsham - P. 10	568 0 0	125	57 12 2
327	Keynsham - B. 7	- - -	93	51 19 8
321	Kilmersdon - Ch. 6	309 0 0	62	29 8 8
267	Kilmington N. 5	- - -	67	31 11 0
			16	
317	Kingsdon - N.	*52 0 0		
328	Kingston Seymour - - P.	223 0 0		
314	Langford Budville - N. 2	- - -	49	22 18 4
321	Leigh - on - Mendip, St. Giles - - N. 6	- - -	62	37 11 4

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
317	Limington - N.	*35 0 0		
325	Littleton, High N. 7	144 11 4	47	18 17 6
324	Locking - N. 4	116 0 0	18	9 6 4
313A	Longford - N.	310 0 0		
320	Lovington - Ch. *a*			
321	Lullington - B. 6	- - -	49 17	22 12 10
313A	Luxborough N.			
326	Lyncombe, St. Mark's - N. 10	285 0 0	297	135 15 6
324	Mark - - N. 4	123 6 8	61	21 15 6
321	Marston Bigott Ch. 7	- - -	56 27	35 12 8
319	Martock - N. 2	158 8 0	112	59 6 8
323	Meare - - N. 3	- - -	71	37 18 4
321	Mells - - Ch. 6	- - -	97 7	59 0 0
318	Merriott - N. 2	*66 0 0	84	34 4 6
316	Middlezoy - N. 3	133 0 0		
325	Midsomer, Norton - N. 7	165 15 5	116	14 1 11
320	Milborne Port N. 2	- - -	150	75 11 0
320	Milborne Port B. 4	- - -	57	28 11 2
314	Milverton - N. 2	- - -	170 19	26 7 5
313A	Monksilver - N.	76 0 0		
319	Montacute - N. 1	175 6 4	104 62	75 8 8
317	†Monteclefe - N.			
319	Mudford - N.	81 0 0		
328	Nailsea - P.			
328	Nailsea, Ch. Ch. - - N.	150 0 0		
316	Nether Stowey Ch. 3	114 0 0	91 40	45 15 2
313A	Nettlecombe, Yard - - N. 4	- - -	35	18 19 8
316	Northmoor Green - Ch. 2	- - -	54 10	18 4 11
319	Norton - Ch. 1	- - -	57	24 8 2
321	Norton, St. Philip's - N. 6	40 0 0	57	29 11 8
322	Oakhill - B. 6	- - -	49	27 6 2
325	Paulton - N. 7	185 12 8	158 6	85 2 10
325	Paulton - W. 6	- - -	86	46 15 6
322	Pennard, East N.	35 0 0		
323	Pennard, West Ch. 1	289 17 0	114	74 0 0
320	Penselwood N.	69 0 0		
316	Petherton, North - N. 2	*150 0 0		
	„ „	40 19 8	114 31	54 17 2
316	Petherton, North, Congregational B. 11	- - -	44	19 16 1
319	Petherton, South, Boys N. 2	- - -	165	22 10 0
319	Petherton, South, Girls N. 2	- - -		50 12 8
328	Pill (Benevolent) - 10	655 0 0	243	100 19 0
328	Pill - - B. *b*			
322	Pilton - - N.	40 0 0		
315	Pitminster - N.	145 0 0		
328	Portishead - N. 5	228 15 0	67	24 6 0
325	Publow, Pyne's N. 7	- - -	57	21 18 2
316	Puriton, Charity Ch.	184 10 0		
325	Radstock - N. 7	639 18 0	114	52 3 0
276	Rimpton - N.	32 0 0		
321	Road - - W. 6	- - -	77	45 6 8
314	Rockwell Green N. 3	12 0 0	113	84 5 6
325	Rodney Stoke Ch. 5	- - -	17	2 10 11
315	Ruishton - N. 3	133 0 0	38	19 3 4
318	Seavington, St. Michael's N.	45 0 0		
318	Shepton Beauchamp - N.	*60 0 0		
	„ „	202 4 0		
322	Shepton Mallet N. 5	1,062 12 0	196	89 4 6
322	Shepton Mallet B. 6	- - -	78	32 3 4
324	Shipham - N. 5	*40 0 0		
	„ „	17 10 0	48	21 13 6
317	Somerton - Ch. 1	- - -	61 33	31 4 11
316	Spaxton - N. 3	- - -	71	34 5 2
313A	Stogumber - Ch. 4	16 0 0	87	48 17 6
313A	Stogursey - 3	- - -	70	20 1 10
315	Stoke, St. Gregory - Ch. 2	351 0 0	69 6	35 11 6
322	Stoke Lane, St. Michael's N. 5	- - -	75	38 14 6
326	Stoke, South Ch. 11	- - -	42	25 8 2
320	Stoke, Trister N.	22 0 0		
316	Stowey - Ch. 7	- - -	34	16 18 6
316	Stowey Over Ch. 3	- - -	68 7	35 6 8
322	Stratton - N. 5	282 0 0	70	33 7 4
323	Street and Walton - B. 6	*100 0 0		
	„ „	689 2 0	84	45 3 10
325	Sutton Bishop N.	70 0 0		
317	Sutton, Long Ch. 2	21 0 0	45 25	28 15 2
315	Tangier (Taunton).			
315	Taunton - B. 11	*75 0 0		
	„ „	203 8 4	218	90 10 0
315	Taunton, Central - - N. 2	*185 0 0		
	„ „	103 0 0	371	164 19 5
315	Taunton, Original Infant 11	27 0 0	64	27 13 6
315	Taunton - U.			
315	†Taunton, St. George's - R.			
315	Taunton, St. James' - N. 3	- - -	98	22 12 1
315	Taunton, Trinity N. 1	- - -	113	20 12 6
320	Temple Combe N. 2	60 0 0	46	24 9 10
315	Thorn Falcon N.			

a Inspection declined.

b Merged into Pill Benevolent.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
328	Tickenham - N.	98 0 0		
313A	‡Timberscombe, Endowed - N.			
325	Timsbury - N. 7	95 0 0	135 / 17	74 4 8
313A	‡Treborough N.			
326	Twerton - Ch. 11	636 6 0	143 / 51	93 14 8
321	Wanstrow - N.	72 0 0		
313	‡Washford.			
314	Wellington - N. 3	- - -	165	68 2 9
314	Wellington (Fox Brothers) - B. 11	- - -	109 / 43	61 8 10
326	Wellow - N. 5	128 0 0	81	37 0 10
323	Wells, Blue Coat.			
323	Wells, Central 5	1,400 0 0	242	123 10 5
323	Wells, East, St. Thomas' N.			
323	Westbury - N. 5	- - -	42	3 5 1
326	Weston (near Bath) - N. 11	266 0 0	233	113 19 8
324	Weston-super-Mare - - N. 4	320 0 0	222	155 4 5
324	Weston-super-Mare - - B. 7	169 13 4	16	20 14 0
324	Weston-super-Mare Ch. Ch. N. 4	- - -	111	43 14 8
324	Weston-super-Mare, Emmanuel, Infants - - N. 4	- - -	115	78 8 5
316	Weston Zoyland - - N.	66 4 0		
326	Widcombe (Bath) - N. 10	171 5 4	219	107 19 0
326	Widcombe, Infants - P. 10	- - -	130	62 12 6
320	Wincanton - N. 5	*130 0 0		
	„ - „	29 10 0	62	25 18 2
328	Winford - N.	96 0 0		
324	Winscombe - B.	*50 0 0		
318	Winsham - N. 3	- - -	75 / 10	34 14 0
314	Wiveliscombe N. 3	176 0 0	156	61 14 6
323	Wookey - N. 5	238 14 0	110	51 3 10
323	Wootton, North N.			
324	Worle - - N. 4	- - -	58	34 18 11
328	Wraxall, Trinity N. 5	- - -	89 / 16	79 12 9
324	Wrington - N. 6	*35 0 0		
	„ - „	706 0 0	92	47 0 10
321	Writhlington N.	30 0 0		
328	Yatton - N.	*72 0 0		
	„ - „	109 15 0		
328	Yatton - - B. 12	- - -	59	21 15 7
319	Yeovil - - Ch. 1	268 8 8	88	47 12 0
319	Yeovil, (Church St.) Girls' and Infants 1	- - -	125	52 15 2
319	Yeovil, Hendford Trinity Ch. 1	447 5 0	195	81 19 8
	STAFFORDSHIRE.	£ s. d.		£ s. d.
374	Abbot's Bromley - - N.	90 0 0		
378	Acton, Trussell and Bednall - - N. 3	353 0 0	43	29 10 8
366	Adbaston - N.	61 0 0		
380	Aldridge - 1	- - -	74	40 8 6
377	Alrewas - N. 11	460 0 0	128	69 11 4
373	Alton - - N. 9	116 10 0	53	25 1 8
373	Alton, St. John's - R. 10	- - -	48	27 0 0
383	Amblecote - N. 1	656 0 0	250 / 26	129 12 4
383	Amblecote (Dennis' Park) N.	206 0 0		
384	Arcley, Upper N. 5	404 0 0	65	8 7 3
364	Ashley - - N. 12	400 0 0		
368	Ashton-in-Stone, St. Michael's - R.			
368	Aston, St. Saviour's - N. 10	80 0 0	50	32 16 10
369	Audley - - N.	313 10 0		
369	Audley, Village, Girls' N. 10	*130 0 0		
	„ - „	135 7 6	110	70 5 9
369	Audley - W. 12	- - -	100	40 14 10
380	Barr, Great N.	570 0 0		
367	Berkswich - N. 12	*50 0 0	46	19 19 6
369	Betley - - N. 6	256 0 0	138	76 9 2
457	Biddulph Moor N. 5	155 6 8	72	28 18 6
379	Bilston - B.	*150 0 0		
379	Bilston, St. Joseph's - R.			
379	Bilston, St. Leonard's - N. 12	1,480 10 0	259	127 3 10
379	Bilston, St. Luke's, Infants - - N. 12	175 10 0	87	40 18 8
379	Bilston, St. Mary's - N. 12	655 4 0	170	65 18 4
379	Bilston - W. 3	- - -	135	54 16 4
380	Birchills - N. 1	344 0 0	81	34 0 6
378	Bishop's Wood N. 3	273 0 0	35	18 18 7
380	Blakenall - N. 1	395 12 6	79	53 8 6
380	Blakenall Heath - N.	230 0 0		
447	Blore and Swinscoe - N. 9	112 15 0	20	7 10 8
380	Bloxwich - N. 1	955 11 0	285	125 16 8
357	Blymhill - P. 11	416 0 0	56	17 8 10
374	‡Bramshall Ch.			
377	Brereton - N. 12	125 0 0	109 / 11	22 10 0
378	Brewood - N. 3	652 0 0	106	56 17 2
378	Brewood, St. Mary's - R. 9	- - -	60 / 14	37 1 10
383	Brierley Hill N. 1	*270 0 0	319	116 5 6
	„ - „	150 0 0		
383	Brierley Hill W. 4	- - -	202	86 15 10
458	Brindley Ford W.	- - -	64	27 14 3
383	Brockmoor - N. 11	300 0 0	59	17 7 9

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
381	Bromwich, West, All Saints' - N 2	67 0 0	169	58 5 11
381	Bromwich, West, Ch. Ch. - - N. 2	665 14 0	367 33	157 10 0
381	Bromwich, West, Ebenezer Independent - -	100 0 0		
381	Bromwich, West, Gold's Hill, Ironworks - Ch. 2	- - -	391 61	205 12 2
381	Bromwich, West, Hill Top - - W. 4	- - -	257	119 14 6
381	‡Bromwich, West - - R.			
381	Bromwich, West, St. James', Hill Top - - N. 2	400 0 0	255	119 13 0
381	Bromwich, West, St. Peter's - N. 2	- - -	171	74 14 2
381	Bromwich, West, Summit - - B. 4	- - -	296	146 9 0
381	Bromwich, West, Holy Trinity - N. 2	297 10 0	134	45 9 0
381	Bromwich, West - - W. 4	1,800 0 0	502	234 15 7
372	Brown Edge N.	131 11 0		
370	Burslem, St. John's - N. 3	42 16 8	278 15	143 18 2
370	Burslem, St. Paul's, Dale Hall - - N. 3	*150 0 0 145 13 0	173 60	69 3 1
370	" " "			
	Burslem, St. Paul's (Sytch) N. 3	134 10 0	59	25 14 0
370	Burslem - W. 11	441 0 0	407	187 5 8
375	Burton-on-Trent, Trinity (Anderstaff Lane), N. 11	100 0 0	63	25 4 6
375	Burton-on-Trent - B.	264 3 4		
375	Burton-on-Trent, Ch. Ch. N. 11	971 0 0	442 87	232 3 8
375	Burton-on-Trent, Trinity. - - N. 11	504 4 0	311	132 17 6
378	Bushbury - N. 10			
377	Cannock Chase Colliery - 11	- - -	77	40 18 10
378	Cannock, Endowed - N. 3	- - -	86	40 9 2
378	Cannock, Infant - - Ch. 3	- - -	60	27 7 1
382	Capponfield Ironworks Ch. 10	- - -	118	50 4 10
373	Cauldon, Low N. 9	100 0 0	41	12 0 10
373	Caverswall - N. 6	215 15 0	66	29 1 7
373	Cheadle - N. 6	615 14 8	247	87 17 0
373	Cheadle, St. Giles' - - R. 10	- - -	132	72 4 1
373	Cheadle, St. Wilfred's - R.			
373	Cheddleton - N. 9	221 4 6	79	46 5 0
378	Cheslyn Hay B.	*100 0 0		
370	Chesterton - N. 4	834 0 0	248	116 2 4
370	Chesterton (late Alsager's Bank) - N.	*130 0 0		
	" " "	20 0 0		
369	Chorlton" - N.	*68 0 0		
376	Clifton Campville - - N. 11	- - -	49	11 11 5
370	Cobridge - N. 4	- - -	100	29 9 2
370	Cobridge, St. Peter's - R. 10	- - -	84	36 11 1
379	Codsall - - N. 11	230 0 0		
377	Colton - Ch. 12	- - -	44	*a*
382	Corngreave's New British Iron Company's.			
382	Coseley, Ch. Ch. - - N. 10	193 0 0	124	36 17 2
382	Coseley (Darkhouse Lane) B.	*150 0 0		
382	Coseley (Prince's End) - - N. 10	318 0 0	65	37 5 0
382	Coseley, West N. 10	252 0 0	210	89 7 10
378	Coven - Ch. 3	274 0 0	77 14	42 5 4
368	Cranberry Alley (Cote's Heath) - N.	*25 0 0		
367	Creswell, St. Mary's - R. 10	- - -	31	15 15 10
368	Croxton - N. 2	163 0 0	50	14 9 8
380	Darlaston - B.	*300 0 0		
380	Darlaston (Old Church) - N. 3	- - -	155	78 0 2
380	Darlaston Green, St. George's - N. 3	373 10 0	135	64 11 0
380	Darlaston - W. 4	- - -	121	33 19 6
373	Denstone - Ch. 9	- - -	34	15 10 10
373	‡Dilhorne, Endowed Free.			
374	Draycott-in-Hanbury - N. 11	95 0 0	65	36 8 4
373	Draycott-le-Moors - N. 6	271 0 0	39	22 10 0
378	Eaton (Church) Ch.	181 0 0		
368	Eccleshall - N. 2	279 3 9	160	88 4 7
368	Eccleshall, Offley Hall N.	147 2 6		
447	Ellastone - N. 9	422 0 0	121	52 13 8
379	Enville - P. 5	- - -	66	44 6 3
378	Essington - N. 10	115 3 6		
371	Etruria - N.	245 0 0		

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
371	Etruria - B. 11	- - -	118 21	72 7 10
371	Etruria, Unsectarian - - 11	- - -	109 15	59 6 10
382	Ettingshall - N. 12	223 2 11	163	79 9 4
382	Ettingshall - W. 3	200 0 0	99	46 5 2
382	Ettingshall, Infant - W. 3	- - -	86	36 13 1
376	Fazeley - Ch. 11	310 10 0	89	43 5 4
371	Fenton - N. 3	- - -	182 116	104 18 2
367	Forebridge - N. 12	170 0 0	112	7 18 8
373	Forsbrook - N. 5	185 0 0	38	20 1 0
367	Fradswell - N. 6	- - -	19	11 8 8
373	Freehay, St. Chad's - N. 6	355 1 2	78	37 4 6
457	Gillonshaw Brook - W. 2	- - -	84	37 12 4
376	Glascote - N. 11	291 12 0	59	22 7 4
370	Goldenhill - N. 3	204 13 4	140	66 6 0
382	Gornal - - B.	*150 0 0		
382	Gornal, Lower N.	300 0 0		
382	Gornal, Upper N. 5	218 0 0	140 26	74 19 4
369	Halmer End N. 10	125 16 8	70	36 9 0
377	Hamstall-Ridware - - N. 12	- - -	49	18 16 2
374	Hanbury, Endowed - N. 11	150 0 0	67	20 5 0
381	Handsworth N. 3	- - -	123	60 17 0
381	Handsworth Island Cottage Industrial Home.			
381	Handsworth, St. James' - N. 3	65 0 0	163	71 19 4
381	Handsworth, St. Michael's N. 3	236 0 0	177 16	92 8 4
368	Hanford - N.			
371	Hanley - N. 4	- - -	241 35	93 4 8
371	Hanley, Bethesda - - B. 11	- - -	151	60 15 7
371	Hanley - R.	- - -	179	83 11 3
371	Hanley - W. 11	- - -	150	72 0 3
393	Harborne, Endowed - N. 3	*140 0 0		
	" " "	86 10 0	122	19 4 2
393	Harborne Heath, St. John's - Ch. 3	366 5 0	140	67 17 8
393	Harborne - B. 6	- - -	93	67 14 2
370	Harriseahead W. 11	- - -	86	40 5 4
731	Hartshill - N. 4	- - -	94	17 10 8
367	Haywood, St. John the Baptist - R. 9	270 0 0	21	12 13 2
378	Hednesford Ch. 3	202 2 6	59	24 18 8
368	Hilderstone N.			
367	Hixon, St. Peter's - N. 6	194 8 0	55	27 2 6
373	Hollington - N. 6	- - -	47	25 0 0
371	Hope, Trinity N. 5	- - -	106	36 13 4
375	Horninglow - N.	40 0 0		
372	Horton Lee - N.	100 0 0		
367	Hyde Lea - N.	204 0 0		
373	Ipstones, Agricultural - Ch. 9	302 2 0	106	46 9 4
369	Keele - - Ch. 6	- - -	85	59 14 8
370	Kidsgrove - N. 5	- - -	434 78	244 19 10
377	Kings Bromley, Infants' N.	30 0 0		
377	Kings Bromley - - P. 11	- - -	30	13 12 0
381	Kingshill - Ch. 4	- - -	132	67 14 1
373	Kingsley, Infants' - Ch. 9	- - -	84	39 10 6
383	Kingswinford, Glynn - N. 2	177 10 0	65	31 18 10
383	Kingswinford (Oak Farm Ironworks) N.	800 0 0		
383	Kingswinford, St. Mary's - N. 1	340 0 0	198 26	95 13 8
379	Kinver - N. 5	*55 0 0		
	" "	283 15 0	216 12	145 16 1
366	Knightley - N.	129 6 8		
457	Knypersley Ch. 5	- - -	142	60 9 4
378	Lapley and Wheaton Aston - - N. 3	324 0 0	55	24 15 2
380	Leasowe (Shaw's) - N.			
372	Leek, Brunswick, Infants' - - W. 2	- - -	55	18 8 1
372	Leek, Compton, Infants' - - 9	- - -	63	25 1 2
372	Leek, Old Church - N. 9	*350 0 0		
	" " "	85 0 0	162 22	82 9 8
372	Leek, St. Luke's - N. 9	243 0 0	179	76 9 4
372	Leek (West Street) - W. 2	- - -	80	43 14 6
374	Leigh, Endowed Free *a*	311 0 0		
374	Leigh - - N. 6	- - -	72	15 16 6
377	Lichfield, St. Mary's - N. 11	213 15 0	114	43 12 4
377	Lichfield, St. Michael's - Ch.	192 12 0		
377	Longdon - N. 12	116 14 0	62	13 4 0
371	Longton - N.	*125 0 0		
371	Longton, St. Gregory's - R. 10	- - -	193	78 13 8
371	Longton - W. 11	- - -	156	50 9 6
369	Madeley, Endowed - N. 10	- - -	118	9 12 4
380	Maryvale, Industrial - R.			
447	Mayfield - N. 9	355 4 0	83 17	36 10 0
368	Milwich - N. 10	- - -	24	8 15 4
368	Moddershall N.	105 0 0		

a Incorporated with Leigh N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
374	Moreton (in Gnosall) - N. 2	84 0 0	53	27 19 8
370	Mowcop - N. 5	157 10 0	97	41 0 0
379	Moxley - N. 4	*200 0 0		
	" "	60 0 0	163	90 18 3
369	Newcastle-under-Lyne N. 9	*75 0 0		
	" " "	90 16 8	266	175 3 10
369	Newcastle-under-Lyne B.	*350 0 0		
369	Newcastle-under-Lyne, St. George's N. 9	693 0 0	245	161 11 0
369	Newcastle-under-Lyne, St. Patrick's R. 9	- - -	173 30	56 3 7
370	Newchapel - N.	152 0 0		
366	Norbury - N. 11	52 6 8	25	12 18 2
368	Normacot - N. 10	- - -	67	38 13 4
371	Northwood - N. 5	598 0 0	181	72 17 4
378	Norton Canes N. 3	153 10 0	90	22 10 0
372	Norton-in-the-Moors - N. 5	109 17 0	125 10	3 3 9
373	Oakamoor - N. 9	196 0 0		
382	Ocker Hill - N. 10	615 0 0	207	96 6 2
377	Ogley Hay, St. James' - N. 2	598 18 0	136	47 8 9
368	Oulton - - N.	142 0 0		
380	Pelsall - - N. 3	152 0 0	83	18 7 8
380	Pelsall - - B.	*100 0 0		
380	Pelsall - - W. 3	- - -	120	63 16 8
371	Penkhull - N. 4	385 10 10	176 20	90 6 2
378	Penkridge - N. 3	- - -	178	42 12 4
379	Penn, St. Philip N. 11			
383	Pensnett - N. 1	735 0 0	220	112 10 6
383	Pensnett, Infants - - N.	70 1 6		
383	Pensnett - B. 4	- - -	96	24 0 8
380	Pleck and Bescott - N. 4	396 4 4	137	70 3 8
383	Quarry Bank N.	302 0 0		
374	Rocester - N. 9	122 0 0	92	29 16 0
375	Rollestone - Ch. 11	- - -	70	39 17 2
367	Ronton - N. 2	37 6 8	26	12 15 8
382	Rowley Regis N. 7	218 0 0	123 17	95 15 2
377	Rugeley (Prince of Wales') - N. 12	274 15 0	193	4 3 4
377	Rugeley, St. Etheldreda's R.			
377	Rugeley - W.			
380	Rushall - N. 3	160 0 0	60	27 8 2
368	Sandon - N. 10	- - -	24	15 11 1
382	Sedgley (Catchem's Corner) - - N.	*175 0 0		
382	Sedgley (Straits and Can Lane) N.	*130 0 0		
371	Shelton, St. Mark's - N. 5	*195 0 0		
	" "	105 0 0	335	61 17 9
371	Shelton, Granville - - N. 4	- - -	203 36	122 18 2

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
377	Shenstone - N. 11	*97 0 0		
	" "	445 0 0	70	33 11 6
357	Sheriff Hales, Duke of Sutherland's 11	- - -	67	36 6 2
379	Short Heath (Willenhall) W. 3	- - -	77	35 18 4
370	Silverdale - N. 4	440 14 6	276 17	142 4 2
393	Smethwick - N. 3	282 0 0	208 38	121 19 6
393	Smethwick - R. 9	220 0 0	112	43 6 2
393	Smethwick (Chance's) - N. 3	- - -	418 77	245 8 2
393	Smethwick, St. Matthew's - N. 3	685 4 0	288 29	174 17 0
393	Smethwick - W. 3	- - -	86	30 0 9
367	Stafford - B. 4	*150 0 0	140	56 11 2
367	Stafford, St. Augustine's R. 9	- - -	144	78 11 1
367	Stafford, St. Mary's - N. 12	989 0 0	258 32	120 17 0
371	Stoke-upon-Trent - N. 5	- - -	406 122	177 8 2
371	Stoke-upon-Trent, Boothen Branch - 5	- - -	84	36 9 6
371	Stoke-upon-Trent, Cliffe Vale, Infant 5	- - -	119	65 4 10
371	Stoke-upon-Trent, Mount Pleasant Branch - 5	- - -	110	61 16 8
368	Stone - P. 10	- - -	53	13 3 0
368	Stone, Ch. Ch. N. 10	412 0 0	258	171 10 0
368	Stone, St. Ann's - - R.			
377	Stowe, Lichfield, Endowed - Ch. 11	40 0 0	107	29 11 8
375	‡Stretton - N.			
368	Swynnerton Ch.			
369	Talk-o'-the-Hill - - N. 9	*130 0 0		
	" " "	27 16 0	92	43 1 6
369	Talk-o'-the-Hill, (Butt Lane) - N. 9	230 10 6	84 7	50 17 1
376	Tamworth - N. 11	206 10 4	323	161 10 10
376	Tamworth (Sir R. Peel's), Endowed - 11	- - -	61	29 13 4
373	Tean - - B. 11	- - -	178 32	75 15 0
379	Tettenhall - N. 10	191 7 2	262 29	138 3 10
379	Tettenhall, Infants - N. *a*			
382	Tipton, Great Bridge - W. 3	1,048 0 0	216	87 16 0
382	Tipton Hall - N. 10	- - -	63 10	34 12 4
382	Tipton, St. John's - N. 10	- - -	91	30 9 0

a Amalgamated with N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
382	Tipton, St. Martin's - N. 10	794 0 0	228 / 27	126 11 8
382	Tipton, St. Paul's - Ch. *a*			
382	Tipton, St. Paul's, Infants - - N. 10	- - -	130	59 17 2
382	Tipton - W. 3	- - -	245	118 2 8
368	Tittensor - N. 1	- - -	50	13 3 10
367	Tixall - - Ch. 12	- - -	37	19 18 2
371	Trent Vale - N. 4	125 0 0	48	20 14 4
379	Trysull, Endowed	5 - - -	45	4 11 8
370	Tunstall - N. 5	*300 0 0		
	" "	70 0 0	294 / 24	122 2 11
370	Tunstall, St. Mary's - N. 5	281 10 3	100	35 8 2
370	Tunstall - W. 11	- - -	336	140 14 6
375	Tutbury, Wakefield's Charity, Boys Free - - Ch. 11	142 0 0	89 / 91	61 16 2
375	Tutbury, Girls - - Ch. 11	- - -	146	81 2 2
374	Uttoxeter, St. Mary's - N. 9	258 12 0	182	64 19 8
374	Uttoxeter - W. 11	- - -	41	11 9 2
380	Walsall, Blue Coat - - N. 3	1,760 0 0	528	260 3 8
380	Walsall, St. Mary's - R. 9	- - -	130 / 60	58 16 5
380	Walsall, St. Matthew's N.	173 0 0		
380	Walsall, St. Patrick's - R. 9	- - -	225 / 7	105 18 6
380	Walsall, St. Peter's - N. 1	101 0 0	239	121 13 4
380	Walsall - W. 3	1,305 5 0	238 / 31	107 19 8
380	Walsall Wood-N 3	515 0 0	80 / 18	22 4 8
381	Wednesbury B. 4	- - -	115	50 5 2
381	Wednesbury, Holyhead Road, Inft. W. 4	- - -	124	53 13 0
381	Wednesbury, St. Bartholomew's - N. 4	243 0 0	266	150 14 0
381	Wednesbury, St. James' - N. 4	947 0 0	300	134 15 4
381	Wednesbury, St. John's - N. 4	613 15 0	275	119 11 6
381	Wednesbury W. 4	- - -	197	83 7 7
379	Wednesfield N. 10	819 0 0	129 / 30	81 15 6
379	Wednesfield B.	*75 0 0		
379	Wednesfield Heath - N. 10	670 0 0		
371	Wellington (Hanley) - N. 5	180 3 9	153	64 15 9
373	Wetley Rocks N. 9	120 0 0	75	28 10 4
377	Whittington Ch.	105 10 0		
376	‡Wiggington N.			
379	Willenhall, Little London - - B.	150 0 0		

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Willenhall, Primitive Methodist -	*125 0 0		
379	Willenhall, St. Ann's - N. 10	557 0 0	142	61 0 4
379	Willenhall, St. Giles' - N. 10	351 0 0	72	49 11 6
379	Willenhall, Holy Trinity - - N. 10	535 0 0	68	29 7 8
379	Willenhall - W. 3	- - -	114	43 7 11
375	Winshill, Holy Trinity - N.	60 0 0		
370	Wolstanton - N. 4	201 15 0	152 / 36	73 13 7
379	Wolverhampton, Blue Coat - - Ch.	39 0 0		
379	Wolverhampton, Chillington Co's - N. 11	- - -	104 / 15	112 6 4
379	Wolverhampton, Ragged -	462 15 0		
379	Wolverhampton, St. George's - N. 11	577 12 6	181	78 4 8
379	Wolverhampton, St. James' - N. 11	363 15 0	239	117 16 2
379	Wolverhampton, St. James, Causeway Lake - 11	- - -	92	30 17 8
379	Wolverhampton, St. John's - N. 10	*260 0 0		
	" " "	283 2 6		
379	Wolverhampton, St. John's, Infts. 10	- - -	72	16 11 9
379	Wolverhampton, St. Luke's - Ch. 11	- - -	266	150 17 0
379	Wolverhampton, St. Mark's - N. 11	325 0 0	174	79 1 4
379	Wolverhampton, St. Mary's - N. 11	401 0 0	266	97 11 6
379	Wolverhampton, St. Mary's - R. 9	- - -	123	56 0 4
379	Wolverhampton, St. Matthew's N. 11	200 0 0	227	107 8 10
379	Wolverhampton, St. Patrick's and St. George's, R. 9	160 0 0	266	114 10 1
379	Wolverhampton, St. Paul's - N. 11	451 0 6	359 / 19	183 14 2
379	Wolverhampton, St. Peter's, Collegiate - N. 11.	703 5 0	429 / 90	239 5 8

a School not existing.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Wolverhampton, St. Peter's and St. Paul's - R.			
379	Wolverhampton, St. Peter's, Whitmore Rean's N. 11	320 0 0	93	39 2 2
379	Wolverhampton, Snow Hill, Congregational 3	*500 0 0	141	58 16 8
379	Wolverhampton, Snow Hill, St. Mary's - R. 9	- - -	100	47 17 6
379	Wolverhampton - - W. 3	1,095 0 0	274	128 15 1
379	Wombourn - N. 5	686 14 0	107	64 14 9
379	Wombourn Swindon - Ch.	187 1 3		
383	Wordsley - N. 2	258 0 0	229 / 23	132 4 6
378	Wyrley, Great N. 3	- - -	47	6 4 8
377	Yoxall - - N.			
	SUFFOLK.			
212	Acton - - P. 4	- - -	74	39 16 10
224	Aldeburgh - N. 10	- - -	212	120 1 10
223	Alderton - N. 10	225 0 0	69	38 7 0
225	Aldringham N.	40 0 0		
212	Alpheton - N.	48 0 0		
218	Bacton - Ch. 3	- - -	38 / 8	26 5 4
249	Barnham, St. Gregory - N. 3	- - -	70 / 12	41 1 0
249	Barningham Ch.	120 13 4		
214	Barrow - N.	114 0 0		
223	Bawdsey - N.	105 15 0		
220	Baylham - N. 11	210 10 0	28	22 10 0
226	Beccles - N. 10	*125 0 0		
	" - "	35 0 0		
226	Beccles - B. 4	*150 0 0		
	" - "	39 0 0	127	58 14 2
219	Bedfield - N.	132 0 0		
227	Belton - N. 4	282 3 0	63	37 3 0
224	Benhall - N. 10	- - -	93	33 15 0
221	Bentley - N. 10	295 4 0	50	26 7 10
213	Bildeston - Ch. 10	244 6 11	78	43 4 2
227	Blundeston - N. 1	66 10 0	101	37 15 0
213	Boxford - N. 3	111 6 0	71	20 16 8
213	Boxford - B. 4	- - -	27	10 15 8
220	Bramford - N. 11	353 16 0	111 / 13	67 1 8
249	Brandon - N. 3	53 0 0	73	31 9 10
221	Brantham - P. 3	122 0 0	36	19 9 3
223	Bredfield - N.	80 0 0		
218	Brome and Oakley - N. 11	- - -	63	26 11 10
223	Bromeswell - N.	50 0 0		
223	Bucklesham N.	67 10 0		
226	Bungay - N. 10	*181 7 0		
226	Bungay - B. 4	*150 0 0	89 / 22	55 10 2

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	SUFFOLK—*cont.*	£ s. d.		£ s. d.
212	Bures, St. Mary's - N. 4	*58 0 0		
	" "	342 10 0	170 / 35	96 15 0
212	Bures, St. Mary - B. 10	- - -	44 / 13	21 8 2
227	Burgh Castle N. 4	205 0 0	65	29 11 8
215	Bury St. Edmund's, St. James' - N. 3	500 0 0	300	125 17 8
215	Bury St. Edmund's, St. John's Infant - - N. 3	- - -	113	50 4 4
215	Bury St. Edmund's, St. Mary's - P. 3	- - -	92	43 17 0
215	Bury St. Edmund's, St. Mary's, Infants' - *a*			
224	Butley - - N.	80 0 0		
224	Campsea Ashe Ch.			
221	Capel, St. Mary's - N.	225 0 0		
227	Carlton Colville - - N. 1	60 0 0	65	32 19 0
212	Cavendish - N. 3	213 6 0	78	58 13 4
221	Chelmondiston N. 11	280 0 0	99 / 37	59 17 10
214	Chevington - N.	144 0 0		
211	Clare - - Ch. 4	422 0 0	104	51 19 4
213	Cockfield - N. 4	229 4 0	61	31 5 8
224	Coddenham Endowed - -	111 0 0		
221	Copdock and Washbrook N.	50 0 0		
224	Cransford - N.	97 4 0		
225	Cratfield - Ch. 10			
223	Dallinghoe and Charsfield - N.	146 0 0		
223	Debach - N.	113 0 0		
220	Debenham - N. 11	*70 0 0	71	38 0 2
217	Drinkstone - N.	220 0 0		
221	Erwarton - N.	*27 0 0		
218	Eye - - N. 7	250 0 0	109	39 13 10
224	Eyke - - P. 10	276 0 0	69	39 14 8
223	Falkenham - Ch. 10	- - -	75	41 7 5
216	Freckenham N.	30 5 0		
219	Fressingfield N. 10	123 0 0	94	54 6 4
227	Fritton - N.	45 0 0		
189	Gazeley - N.	34 0 0		
224	Glenham, Little - Ch. 10	- - -	49	25 15 0
227	Gorleston and Southtown N. 4	278 0 0	227	111 9 8
213	Hadleigh - N. 10	174 0 0	99	28 17 0
213	Hadleigh - B.	*200 0 0		
	" "	31 3 4		
225	Halesworth - N. 10	129 0 0	269 / 23	140 14 0
221	Harkstead - N.	60 0 0		
211	Haverhill - B. 4	- - -	39	12 6 2
212	Hawkedon - N.	80 0 0		
220	Helmingham Ch. 10	- - -	118	40 2 8

a Removed from inspection.

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	SUFFOLK—*cont.*	£ s. d.		£ s. d.
225	Henham and Wangford - N. 1	486 0 0	75	41 6 10
220	Henley - N.	*42 0 0		
249	Hepworth - N.	36 6 8		
217	Hessett - N.	99 0 0		
225	Heveningham Ch. 10	137 0 0	43	17 1 0
221	Hintlesham - N.	23 0 0		
213	Hitcham - N. 10	80 0 0	70	41 13 8
221	Holbrook - N. 10	581 8 0	70	34 19 8
225	Holton - N. 10	184 0 0	30	22 10 0
224	Hoo and Letheringham - N.	40 0 0		
249	Hopton by East Harling N. 3	258 18 0	27	*a*
224	Hopton by Lowestoft - N.	63 15 0		
219	Horham - N.	121 0 0		
214	Horningsheath N. 3	- - -	84 11	25 19 10
219	Hoxne and Denham - N. 11	- - -	61	27 18 7
226	Ilketshall, St. Margaret's N.	30 0 0		
222	Ipswich - B. 4	536 12 8	415	213 2 10
222	Ipswich - U.			
222	Ipswich, Nottidge, Infts N. 10	- - -	103	57 2 6
222	Ipswich, St. Clement's and St. Helen's N. 11	540 19 2	499	260 6 11
222	Ipswich, St. John's, California - N. 11	177 13 9	76	40 17 6
222	Ipswich, St. Margaret's N. 11	172 0 0	169	82 15 4
222	Ipswich, St. Matthew's (District) - N. 11	993 0 0	439	233 18 0
222	Ipswich, St. Peter's - N. 11	675 0 0	254	132 12 8
222	Ipswich, Holy Trinity - N. 11	360 17 4	301	169 6 8
222	Ipswich - W. 4	- - -	80	40 16 10
214	Ixworth - N. 4	50 0 0	113 41	79 18 4
223	Kesgrave, District - N. 10	- - -	140	64 6 2
213	Kettlebaston N.	*37 0 0		
213	Lavenham - N. 4	*100 0 0		
	,, ,,	100 0 0	86	31 9 3
219	Laxfield - N.	80 0 0		
225	Leiston - N. 1	238 3 6	85	49 10 6
227	Lowestoft (Annot's) - N. 1	6 13 4	115	46 10 0
227	Lowestoft, Girls' - - N. 1	254 10 0	93	46 9 4
227	Lowestoft, St. John's - N. 1	25 3 0	219 44	118 13 2
227	Lowestoft, St. John's Infant - N.	129 4 6		
227	Lowestoft, Upper, Infant - - 1	- - -	73	31 19 6
227	Lowestoft (Wylde's) - N. *b*			
212	Melford, Long N. 4	793 10 0	156 21	90 1 2
212	Melford, Long, Bridge Street, Ch. 4	- - -	31	17 0 4
223	Melton - N. 10	122 9 10	50	25 0 0
218	Mendlesham Ch. 5	- - -	54	20 9 10
216	Mildenhall (Sir C. Bunbury's), Boys' - - 3	- - -	53 4	25 17 8
216	Mildenhall (Sir C. Bunbury's), Girls' - - B. 10	- - -	60	25 0 0
216	Mildenhall, West Row - N. 3	45 2 4	36	17 3 2
212	Nayland - N. 11	- - -	95	55 9 0
189	Newmarket, St. Mary's - N. 7	250 0 0	83	24 0 8
212	Newton - N.	*50 0 0		
217	Norton, St. Andrew's - N.	*50 0 0		
224	Orford, Crown and Castle Lane - - 4	- - -	54	20 5 7
227	†Pakefield - N.			
214	Pakenham - Ch. 3	- - -	117 10	67 4 8
218	Palgrave - N. 3	- - -	48 10	17 6 8
224	Parham - N.	37 0 0		
211	Poslingford - N.	32 0 0		
213	Preston, St. Mary's - N. 4	166 17 8	46	29 4 0
214	†Rede - - P.			
218	Redgrave and Botesdale - N. 5	134 0 0	72 40	50 0 10
224	Rendham - N.	67 0 0		
224	Rendlesham N. *b*			
217	Rickinghall - N. 3	237 10 0	87 17	56 10 6
214	Risby - - Ch.	132 10 0		
225	Rumburgh, St. Michael's - N. 10	120 0 0	65 9	34 18 10
223	Rushmere - N.	80 0 0		
224	Saxmundham N. 10	- - -	115	63 5 4
221	Shotley - N. 10	75 0 0	30	14 8 0
224	Snape - - N. 10	- - -	63	33 19 10
225	Southwold - N. 1	739 1 0	140	66 17 4
211	Stoke by Clare N. 4	211 16 0	70	39 7 4
212	Stoke by Nayland - - N. 3	- - -	70 20	42 10 10
220	Stonham Aspal N.	71 0 0		
217	Stowmarket B. 4	- - -	90	7 14 8
217	Stowmarket with Stow-Upland - N. 3	*75 0 0	234	77 13 6
219	Stradbroke, Lower School Ch. 10	157 15 0		
221	Stratford, St. Mary - - N. 10	91 10 0	40	18 7 8
212	Sudbury, All Saints' - N. 4	397 0 0		

a Grant refused under Article 52*d*.

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
212	Sudbury - B. 10	527 0 0	364	187 5 10
223	Sutton - N.	240 0 0		
221	Tattingstone N.	54 0 0		
225	Theberton - N.	*33 0 0		
218	Thorndon Reformatory.			
218	Thrandeston N. 12	65 5 0	28	7 16 10
223	Tuddenham N. 11	145 5 0	50	25 19 0
225	Uggeshall - N.	70 0 0		
212	Waldingfield, Great - N. 4	23 17 6	81	44 11 6
217	Walsham-le-Willows - N.	68 0 0		
223	Walton-cum-Felixtow - N. 10	86 0 0	99	50 11 0
217	Wattisfield - P.	84 18 9		
213	Wattisham - N. *a*	*20 0 0		
214	Welnetham, Great - N.	66 16 8		
214	Welnetham, Little - N.	27 0 0		
225	Westhall - N.	273 12 0		
225	Westleton - N. 1	213 5 4	96	46 10 0
218	Wetheringsett Ch. 5	309 3 0	81 12	26 0 2
219	Weybread - N. 10	100 0 0	83	45 17 4
211	Wickhambrook, Sunday - N.	*40 8 0		
224	Wickham Market - N.	77 0 0		
224	Wickham Market - B.	*55 0 0		
218	Wickham Skeith - N.	45 0 0		
225	Wissett - N.	50 0 0		
211	Withersfield Ch.	103 10 0		
223	Witnesham Ch. 10	65 0 0	76	44 5 10
223	Woodbridge N.			
223	Woodbridge B.	175 0 0		
217	Woolpit - N.	*60 0 0		
211	Wratting, Little - N.	30 0 0		
225	Wrentham - N. 1	*131 0 0	84 18	38 14 2
225	Wrentham - B.	*65 0 0		
	,, ,,	44 10 0		
225	Yoxford - N.	*100 0 0		
	SURREY.			
38	Addlestone - Ch. 5	- - -	165	72 11 0
39	Albury - N. 5	*60 0 0	95	48 1 8
32	Balham, St. Mary's - Ch. 3	760 0 0	63	35 16 0
29	Bankside, Boys R. 2	- - -	64	26 19 10
29	Bankside (Great Guildford St.), Girls - R. 2	- - -	155	90 14 8
37	Banstead - N. 6	375 0 0	68	34 18 2
48	Barnes - N. 7	- - -	100	51 13 2
32	Battersea, Practising - P. 6	200 0 0		
32	Battersea, Girls and Infants N. 6	- - -	541	144 0 6
32	Battersea Grove B. 10	286 0 0	157	63 0 0

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	SURREY—*cont.*	£ s. d.		£ s. d.
32	Battersea (Plough Lane) - B. 10	107 0 0	134	53 1 8
32	Battersea Fields, St. George's N. 6	1,550 0 0	456	196 6 10
46	Beddington and Wallington N. 4	160 0 0	76	34 19 0
28	Bermondsey, Ch. Ch. - N. 6	300 0 0	214	90 4 2
28	Bermondsey, Dock Head R. 4	- - -	164 20	93 13 0
28	Bermondsey, Great George Street - B. 10	*225 0 0	154	68 10 4
28	Bermondsey, St. James' (Spa Road) N. 2	440 0 0	336	148 3 8
28	Bermondsey, St. Mary's (Grange Walk) P. 9	- - -	142	48 14 5
28	Bermondsey, St. Mary Magdalene's, Grange Walk, Infants - N. 9	156 15 0	191	84 4 4
28	Bermondsey, St. Paul's - N. 9	590 0 0	260	95 12 0
28	Bermondsey (Star Corner) - - N. 9	- - -	260	114 16 0
38	Bisley - - N.	70 0 0		
29	Blackfriars Road, Ch. Ch. (Green Walk) - N.	*228 0 0		
45	Blindley Heath - N.	82 10 0		
37	Bookham, Great - N. 5	- - -	137 15	74 11 8
29	Borough Road, Model - B. 10	500 0 0	774	351 12 6
42	Bramley - N. 5	- - -	100 5	44 11 6
32	Bridgefield - N. 10	- - -	59	16 0 9
31	Brixton, North, Ch. Ch. - N. 9	581 0 0	103	42 1 8
31	Brixton, North, St. John's (Angel Town) - N. 2	741 15 0	148	65 8 0
31	Brixton Hill, Boys - - B. 12	*90 0 0	21	9 18 8
31	Brixton Hill, Girls - - B. 12	- - -	86	43 11 8
31	Brixton Hill, Grove Hill Reformatory.			
31	Brixton Hill W. 12	- - -	117	58 16 10
29	Broadwall - N.	50 0 0		
44	Brockford, Home and Industrial.			
44	‡Brockham - N.			
44	Burstow District - Ch.	277 0 0		
38	Byfleet - N.	418 15 6		

a Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	SURREY—*cont.*	£ s. d.		£ s. d.
33	Camberwell, Camden District - N. 10	736 0 0	509	229 18 0
33	Camberwell, Ch. Ch. - N. 5	271 10 0	344	161 12 0
33	Camberwell, Ch. Ch., Ragged and Industrial -	361 0 0		
33	Camberwell (Crawford Street, Cold Harbour Lane) - B. 10	547 2 6	243	116 2 0
33	Camberwell (Denmark Hill), St. Matthew's, Boys - N. 7	- - -	124	63 2 8
33	Camberwell (Denmark Hill), St. Matthew's, Girls - N. 2	- - -	236	121 15 0
33	Camberwell, Green Coat N. 10	- - -	339	176 10 2
33	Camberwell (Leipsic Road) - B. 10	*100 0 0	80	37 4 0
33	Camberwell, St. George's N. 10	- - -	355	164 0 0
33	Camberwell, St. Giles' - N. 11	- - -	86	42 9 8
37	Carshalton - N. 4	- - -	51	24 9 4
37	Carshalton - B. 10			
37	Cheam and Cuddington N. 4	172 0 0	75 22	49 10 8
38	Chertsey - N.	140 0 0		
38	Chertsey - U.			
37	Chessington and Hook - N.	21 0 0		
42	Chiddingfold N.	*30 0 0		
38	Chobham, St. Laurence's Ch. 6	- - -	55	27 7 1
38	Chobham, Valley End Ch. 6	271 0 0	51	30 15 2
39	†Clandon, West N.			
32	Clapham, Acre Square, Free 3	- - -	113	57 17 10
32	Clapham, All Saints' - N. 3	- - -	127	67 12 10
32	Clapham (Bowyer's), St. John's - N. 6	224 0 0	226	104 18 4
32	Clapham, Boys - - P. 6	*180 0 0	102	49 1 4
32	Clapham, Ch. Ch., Girls - P. 3	- - -	76	8 12 0
32	Clapham, St James' - N. 5	1,074 0 0	183	93 10 8
32	Clapham, St. Mary's - R. 4	- - -	206	114 9 6
32	Clapham, St. Paul's (Wandsworth Road), Cottage Sch. *a*			
32	Clapham (Wandsworth Road), Commercial - Ch. 10	- - -	107 13	61 5 10
32	Clapham (Wirtemburg Place) - B. 10	352 5 0	273	168 15 4
47	Claygate - N.	*30 0 0		
37	Cobham - N.			
43	Coldharbour N.			
43	Coldharbour, Infant - N.			
39	Compton - N.	32 0 0		
42	Cranley - N. 6	117 0 0	89 19	42 17 3
45	Crowhurst - N.	123 8 9		
46	Croydon (Archbishop Tenison's) Ch. 11	- - -	46 18	*b*
46	Croydon - B. 10	460 14 0	409	190 9 8
46	Croydon, Ch. Ch. - - N. 3	788 11 3	300	135 5 8
46	Croydon, St. Andrew's - N. 3	340 3 0	91	37 17 0
46	Croydon St. George's (Whitgift's) N. 10	- - -	371	81 2 8
46	Croydon, St. James' - N. 3	596 5 0	297	115 1 4
46	Croydon, St. Mary's - R. 11			
46	Croydon, St. Peter's, Inft. Ch. 3	444 0 0	75	36 12 2
46	Croydon - W. 10	- - -	51	22 17 0
43	Dorking - B 4	130 0 0	164	83 15 8
43	Dorking, St. Martin's - N. 11	365 19 8		
43	Dorking, St. Paul's District - - N. 11	550 0 0		
33	Dulwich - Ch.	188 15 0	69	*c*
33	Dulwich (East) and St. John's District - N. 11	- - -	130	40 3 2
43	Effingham - N. 5	285 0 0	52	24 10 10
42	Elstead - N. 5	102 5 0	41	17 6 5
42	Elstead - B. 4	- - -	34	9 13 11
131	Englefield Green - N. 11			
37	Epsom - - N. 4	29 0 0	210	25 0 0
37	Epsom, Inft. N. 4	- - -	126	56 11 10
47	Esher - - N. 5	996 0 0	127 17	38 17 10
37	Ewell - - N. 5	849 8 0	91 3	25 0 0
42	Ewhurst - N. 6	125 0 0	89 15	53 8 8
39	Farncombe - N. 6	845 2 6	256	139 5 9
40	Farnham - N. 6	1,059 0 0	119	63 18 4
40	Farnham - B.	*100 0 0		
37	Fetcham - Ch.	- - -	31	22 10 0
40	Frencham - Ch. 6	- - -	69	35 9 5
39	Godalming - N. 5	308 9 6	168	74 10 3
39	Godalming - B. 4	135 0 0	129	56 11 2
45	Godstone - N. 7	608 0 0	163 15	96 10 2

a Forms part of Clapham, Wandsworth Road, Commercial. *b* Grant refused under Article 52*d*.
c Grant refused under Article 51*b*.

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	SURREY—*cont.*	£ s. d.		£ s. d.
39	Guildford - B. 4	*100 0 0		
	„ - „	223 0 0	63	26 3 6
39	Guildford, St. Mary's and Trinity - N. 5	164 0 0	186	104 5 0
39	Guildford, St. Nicholas' - N. 5	277 11 8	232	121 11 0
40	Hale District Ch. 6	- - -	141	50 19 1
47	Ham, Girls - N. 7	- - -	32	8 3 5
47	Ham - - N. 7	*90 0 0		
	„ - - „	100 0 0	36	19 4 0
35	Hatcham, St. James' - N. 11	533 0 0	210	100 2 2
33	Herne Hill, St. Paul's - Ch. 3	- - -	63	7 1 0
38	Hersham - N. 11	145 0 0	29	19 7 0
43	Holmwood - N.	185 0 0		
47	Hook, St. Paul's - N. 5	137 14 0	37	20 0 0
44	Horley Row N.	*115 0 0		
38	Horsell - N. 6	134 0 0	83	36 9
31	Kennington, East (Bolton Street) - N. 2	610 0 0	253	96 12 10
31	Kennington Oval - - N. 11	59 10 0		
31	Kennington (Regency Place) - N. 2	143 3 4	216	56 16 6
29	Kent Road - B. 12	- - -	270	121 1 8
29	Kent Road, Old John Street - W. 11	- - -	90	46 2 0
29	Kent Road, Ragged and Industrial.			
47	Kent Town, St. Paul's (East Molesey) - N. 4	166 0 0	34	14 15 10
48	Kew, The Queen's - 7	- - -	80	31 17 6
47	Kingston-on-Thames, Public Free - 11	- - -	215	84 17 4
47	Kingston Vale, Robin Hood 7	- - -	30	17 4 0
37	Kingswood - Ch. 6	- - -	56	27 4 10
31	Lambeth, All Saints - Ch. 12	446 0 0		
31	Lambeth (Archbishop Tenison's), Girls - - N. 12	29 0 0		
31	Lambeth, Belvidere Crescent Reformatory.			
31	Lambeth Chapel (China Terrace) - W. 11	- - -	228	109 14 4
31	Lambeth (High Street) Free Evening - -	42 14 0		
31	Lambeth, George Street - B. 11	428 11 1	193	90 10 8
31	Lambeth (Norwood) U.			
31	Lambeth, Ragged - 5	- - -	139	59 5 10
31	Lambeth, St. Andrew's, Lower - N. 3	- - -	159 / 30	79 7 0
31	Lambeth, St. Andrew's (Upper) - N. 3	- - -	82	47 8 8
31	Lambeth, St. John's (Waterloo Road) - N. 9	- - -	282	106 10 10
31	Lambeth, St. Mary's, Boys - - P. 12	*200 0 0		
	„ „ - „	110 4 0	417 / 108	171 0 6
31	Lambeth, St. Mary's, Inft. P. 12	- - -	125	28 18 4
31	Lambeth, St. Mary-the-Less, (Prince's Road) - N. 12	- - -	264 / 11	126 5 4
31	‡Lambeth, St. Mary's District Chapel, (Prince's Street) - N.			
31	Lambeth, St. Thomas' - N.	- - -	274	72 12 4
31	Lambeth, Holy Trinity - N. 1	450 0 0	246 / 20	119 16 4
31	Lambeth (South), St. Barnabas' - N. 2	300 0 0	127	51 13 4
31	Lambeth, South, St. Stephen's, Dorset St. - N. 1	535 0 0	305	122 11 8
31	Lambeth, South, Spring Grove - N. 1	130 0 0	183	58 1 0
31	Lambeth, South, the Eldon - Ch. 11	- - -	104	44 1 4
37	Leatherhead N. 6	*80 0 0		
	„ - „	80 0 0	80 / 33	37 16 6
44	Leigh - - N. 7	82 0 0	53 / 6	26 9 2
82	Lingfield - N.	353 0 0		
39	Loseley.			
47	Malden - N.	125 18 9		
44	Merstham - Ch. 7	- - -	70	29 9 10
46	Merton Road N.	*53 0 0		
43	Mickleham - N. 11	90 0 0	42	24 3 3
46	Mitcham - N. 4	*120 0 0	267	133 6 10
46	Mitcham - R. 11	- - -	29	14 0 9
46	Morden - N.			
48	Mortlake - N. 3	24 0 0	294 / 14	110 1 4
48	Mortlake - B.	241 0 0		
48	Mortlake, St. Mary's R. 11	100 0 0	96	50 4 6

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	SURREY—*cont.*	£ s. d.		£ s. d.
47	Moulsey, East N. 7	211 0 0	70	30 1 2
47	Moulsey, West N. 5	*25 0 0	58	33 17 8
30	Newington Butts, St. Matthew's N. 10	- - -	165	49 4 5
30	Newington, St. Mary's - N. 7	266 10 0	588	252 4 10
30	Newington, Trinity - N. 9	466 10 0	316	135 12 6
47	Norbiton - N.	490 13 4	324	134 11 10
31	Norwood, Lower - W. 11			
31	Norwood, St. Luke's - N. 10	- - -	216	100 17 10
31	Norwood, South, St. Mark's - Ch. 3	148 4 0	116	58 7 4
44	Nutfield - N.	75 0 0		
38	Oatlands - Ch. 5	- - -	63	33 16 8
39	Ockham, Industrial - B. *a*			
39	Ockham, St. Mary's - 4	- - -	45	23 9 8
43	Ockley - P. 11			
33	Peckham - N.			
33	Peckham, Boys - - B. 11	- - -	165	84 3 6
33	Peckham, Girls, Lancasterian - B. 11	- - -	61	31 0 6
33	Peckham New Town, St. Francis - R. 4	- - -	117	31 2 0
33	Peckham, St. Mary Magdalen's - N. 4	674 0 0	228	103 15 6
46	Penge, Boys Ch. 5	- - -	81	39 8 0
46	Penge, Infants - - Ch. 5	276 0 0	84	35 19 8
48	Petersham - B. 11	- - -	61	23 6 8
32	Putney - N. 11	342 10 0	279	92 18 8
41	Puttenham - N. 5	- - -	42 15	17 18 1
43	Ranmore, St. Barnabas' - Ch. 11	- - -	33	24 6 3
44	Redhill Reformatory.			
44	Redhill, St. John's - N. 7	293 13 0	238	117 10 2
44	Reigate - N. 7	1,176 0 0	216	113 3 2
48	Richmond, New, Sheen Vale, Infants - - P. 6	107 0 0	95	43 14 6
48	Richmond, St. Elizabeth's R. 11	- - -	53	16 12 10
48	Richmond, St. John's District, Boys - Ch. 4	- - -	57	31 0 0
48	Richmond, St. John's, Girls and Infants N. 4	40 0 0	134	62 1 4
48	Richmond, St. Mary's - P. 6	- - -	199	71 10 0
39	Ripley - N. 6	155 0 0	51	22 4 0
34	Rotherhithe, Amicable Society's - 6	- - -	125	41 10 0
34	Rotherhithe, Ch.Ch. - N. 2	324 0 0	136	21 13 4
34	Rotherhithe (Clarence St.), Green Coat 2	246 0 0	126	63 1 8
34	Rotherhithe (Clarence St.), Ragged -	650 0 0		
34	Rotherhithe, Medway Place - - B. 11	- - -	128	58 17 0
34	Rotherhithe R.			
34	Rotherhithe, St. Mary's - N. 7	*688 0 0		
	" " "	211 10 0	431	232 9 10
34	Rotherhithe, St. Paul's - N. 1	132 0 0	93	45 15 0
34	Rotherhithe, Silver St. - B. *b*	*160 0 0		
34	Rotherhithe, Holy Trinity N. 1	86 15 10	295 51	141 14 8
34	Rotherhithe, United Society's - 1	- - -	32	10 1 7
41	Seal and Tongham - N.	105 0 0		
39	Send - - N.	225 10 6		
42	Shalford - N. 6	481 4 0	115	67 6 3
39	Shere - - N.	100 0 0		
44	Sidlow Bridge Ch. 7	- - -	30	6 14 4
	South Metropolitan District - - U.			
	Southwark, Bridewell, House of Correction.			
29	Southwark Chapel - W. 11	- - -	340	149 10 4
27	Southwark, Dean St. - B. 12	- - -	168	29 17 2
29	Southwark, St. George the Martyr N. 2	*225 0 0		
	" " "	112 13 4	400	123 0 2
29	Southwark, St. George the Martyr U.			
29	Southwark, St.George's R. 1	- - -	198	88 18 3
29	Southwark, St. Joseph's (Maypole Alley) - R. 4			
29	Southwark, St. Jude's - N. 6	- - -	362	109 13 0
29	Southwark, St. Jude's, Infants - N. 6			30 11 10
29	Southwark, St. Mary's - N. 11	587 0 0		
29	Southwark, St. Michael's N. *c*			

a Day boys drafted into Ockham, St. Mary, and this school continued as a boarding school.
b School closed.
c Removed from inspection.

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	SURREY—*cont.*	£ s. d.		£ s. d.
29	Southwark, St. Paul's - Ch. 11	400 0 0	176 / 9	67 10 2
29	Southwark, St. Peter's - N. 2	312 0 0	178	70 0 6
29	Southwark, St. Stephen's - N.	324 7 5		
31	Stockwell, (Chapel St.) N. 3	- - -	144	72 6 2
31	Stockwell Practising - - B. 11	642 12 0	208	102 4 6
31	Stockwell, St. Michael's - N. 2	- - -	151	55 7 2
31	Stockwell, South St., Infants - Ch. 3	- - -	100	41 10 0
39	Stoke-next-Guildford - Ch. 5	819 0 0	153	60 2 2
32	Streatham - N. 4	- - -	133 / 18	78 11 2
32	Streatham, Ch. Ch. - - N. 5	- - -	156	83 14 6
32	Streatham Common, "Immanuel" Ch. 4	813 0 0	115	47 12 2
47	Surbiton - N. 11	591 0 0	247	131 1 8
47	Surbiton Hill, Christ Ch. N. 11	- - -	80	*a*
	Surrey (North) District - U.			
37	Sutton - - N. 4	400 0 0	120	47 10 0
45	Tandridge - Ch. 7	- - -	29	16 10 4
45	Tandridge, Oxted, and Godstone - N. 7	- - -	54	24 0 0
47	Thames Ditton, Boys and Girls - N. 5	378 10 0	106	42 10 0
47	Thames Ditton, Infants N.	86 0 0		
131	Thorpe - N. 11	84 0 0	25 / 13	18 12 1
42	Thursley - N.	16 2 0		
32	Tooting (Drouett's Pauper).			
32	Tooting, Lower, Boys and Girls - - P. 5	78 15 0	130	22 10 0
32	Tooting, Infants - - Ch. 5	492 0 0	65	18 13 0
31	Tulse Hill - Ch. 2	- - -	182	55 1 4
31	Vauxhall, St. Peter's - N. 12	1,930 0 0	387	184 0 8
31	Vauxhall Walk - W. 11	- - -	161	58 3 6
131	Virginia Water - N. 7	108 0 0		
38	Walton-on-Thames - Ch. 5	526 0 0	56	47 10 0
30	Walworth, Beresford Chapel - 12	- - -	154	70 16 2
30	Walworth, Mount St. - B.	*30 0 0		
30	Walworth, St, John's - N. 4	549 0 0	189 / 12	79 2 6

a Grant refused under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	SURREY—*cont.*	£ s. d.		£ s. d.
30	Walworth, St. John's, Girls N. 4	- - -	70	26 17 5
30	Walworth, St. Peter's - N. 9	403 10 0	337	87 0 5
32	Wandsworth, All Saints - N. 1	*50 0 0	140	40 0 10
32	Wandsworth, Bridge House Reformatory.			
32	Wandsworth, Family Home.			
32	Wandsworth, Point Pleasant - - B. 11	75 0 0	143	72 11 8
32	Wandsworth, St. Anne's Ch. 4	890 0 0	259	133 9 3
32	Wandsworth, St. Mary's Free, Summer's Town Ch. 5	- - -	154	45 17 5
32	Wandsworth, Summer's Town, Infants - - N.	43 10 0		
39	Waverley Compton - N. *b*			
43	Westcott - N. 11	500 0 0	87	75 6 3
31	Westow Hill B. 11	- - -	156	68 4 4
38	Weybridge - N. 11	- - -	127	90 17 9
47	Wimbledon - N. 6	*50 0 0	244	85 17 11
38	Windlesham N. 11	64 0 0	92	73 8 0
42	Witley - N. 5	- - -	94	34 13 0
39	Woking - N. 11	200 0 0	60	47 7 9
39	Woking, Infants - - N.			
39	Woking, St. John's - Ch. 5	189 0 0	82	54 15 6
42	Wonersh - N. 5	105 0 0	64	35 6 10
39	Worplesdon Ch.	381 6 0		
43	Wotton - P. 11			
40	Wrecclesham N. 5	711 8 0		
40	York Town - N. 6	- - -	105	54 0 4
	SUSSEX.			
83	Albourne - N.	52 0 0		
78	Alfriston - N.	58 10 0		
90	Arundel - Ch. 11	- - -	140	76 0 0
90	Arundel, St. Philip's - R. 12	- - -	33	18 5 7
84	Barcombe (Church Meadow) - N.	*48 0 0		
77	Battle and Langdon - N. 2	382 8 0	130	27 14 10
84	Beddingham N.	82 10 0		
87	Beeding, Lower, Holy Trinity N. 5	- - -	65	36 17 4
84	Berwick - N.	108 0 0		
77	Bexhill - N. 2	- - -	93 / 20	54 11 2
77	Bexhill, St. Mark's - N. 2	- - -	49	25 17 10
88	Billinghurst Ch. 5	- - -	88 / 12	50 19 0

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
84	Bishopstone N.	127 0 0		
79	Bodle St. Green, St. John's - Ch. 1	319 18 6	52	23 13 10
83	Bolney - N.	*35 0 0		
94	Bosham - N. 11	*90 0 0	99	20 18 0
91	Boxgrove - Ch. 11	- - -	82	31 11 4
75	Brede - - N. 2	131 0 0	95	42 10 0
77	Brightling - N. 1	158 0 0	56	25 17 10
85	Brighton, All Souls' - Ch. 9	100 0 0	475	215 17 6
85	Brighton (Central) - N. 9	110 0 0	430	202 16 0
85	Brighton, Ch. Ch. - - N.			
85	Brighton (Chichester Diocesan), Female Practising - 9	300 0 0	176	75 8 6
85	Brighton (Eastern Rd.), Royal - B.	118 0 0		
85	Brighton (Kemp Town), St. Mark's - N. 9	- - -	131	65 9 8
85	Brighton (Kent's Court) - N.	*75 0 0		
85	Brighton (Middle St.), Union Charity - B.	*250 0 0		
85	Brighton (North Lane) N.			
85	Brighton (North Lane) B.	*300 0 0		
85	Brighton, St. John's - N. 9	721 16 8	492 / 23	240 0 6
85	‡Brighton, St. John's - R.			
85	Brighton, St. Margaret's Industrial - 9	- - -	68	19 16 8
85	Brighton, St. Mary's - R. 10			
85	Brighton, St. Nicholas' - Ch. 9	- - -	119	16 6 8
85	Brighton, St. Paul's - N. 9	- - -	259	103 2 8
85	Brighton, St. Peter's - N. 9	- - -	198	23 11 1
85	Brighton, St. Stephen's - N. 9	151 0 0	131	66 12 0
85	Brighton (Warwick Street) N. 9	50 0 0	285	119 7 6
90	Broadwater N.	80 0 0		
90	Burpham - N.	25 0 0		
80	Burwash - N. 1	380 1 8	166	20 11 4
92	Bury - - N.	90 0 0		
81	Buxted - N.	323 0 0		
77	Catsfield - N. 2	137 15 4	69	32 6 8
84	Chailey - N. 11	350 0 0	107 / 15	44 19 3
92	Chichester (Central) - N. 9	- - -	350	176 7 9
92	Chichester (Little London) - - B.	198 0 0		
92	Chichester, St. Pancras', Infants' - N. 11	100 0 0	78	42 5 0
92	Chichester (Tower Street) B. 7	84 3 4	194	48 19 0
79	Chiddingley N.	80 0 0		
83	Clayton and Keymer, St. John's - N. 11	*50 0 0	96	33 14 5
94	Compton and Upmarden N.	90 0 0		
82	Crawley Down N.			
83	Cuckfield and Balcombe - N. 5	160 0 0	68	23 10 5
77	Dallington - N. 2	35 0 0	71 / 16	41 18 8
84	Ditchling - N. 10	*75 0 0	86 / 7	38 19 4
78	Eastbourne - N. 11	64 0 0	197	97 9 2
91	Eastergate - N.	*50 0 0		
93	Elsted - - N.	*34 0 0		
80	Etchingham N. 3	150 0 0	50	23 6 10
84	Falmer - N. 10	- - -	96	43 15 8
89	Findon - - P. 10	- - -	55	26 7 8
84	Firle, West - N.	140 0 0		
92	Fittleworth Ch. 5	111 5 0	74	25 3 9
81	Fletching - N.			
80	Flimwell - N. 1	84 0 0	77	41 16 6
82	Forest Row - N. 3	227 10 0	148	62 9 8
81	Framfield - N.	*65 0 0		
81	Frankham - Ch. 6	- - -	48	15 18 10
80	Frant (Free) N. 6	- - -	136	71 2 2
94	Funtington - N. 11			
84	Glynde - N. 10	35 1 3	47	23 18 4
82	Grinstead, East N. 5	803 5 0	169	92 9 4
87	Grinstead, West Ch.			
81	Hadlow Down N. 3	*75 0 0		
	" " "	60 0 0	78	41 4 0
79	Hailsham " - N. 2	44 0 0	103	25 0 0
76	Halton, St. Clement's - N. 2	- - -	75	34 17 4
91	Hampnett, West - - U.			
84	Hamsey - N.	44 0 0		
82	Hartfield - N. 3	198 10 0	57	12 15 0
76	Hastings, All Saints' and St. Clement's N. 2	*220 0 0		
	" " "	598 3 4	330	131 8 10
76	Hastings " - B. 7	*250 0 0	108	50 13 0
76	Hastings, St. Mary's - N. 2	166 0 0	211	93 9 4
80	Hawkenbury Ch.			
79	Heathfield - N. 1	219 4 0	86	46 10 0
84	Heighton, South Ch.	203 12 0		
79	Hellingley - N. 2	170 0 0	75 / 12	35 19 4

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
86	Henfield - N. 10	53 0 0	65	33 15 2
92	Heyshott - N. 5	67 0 0	54	27 1 6
82	Hoathley, West N. 1	60 0 0	49	20 2 2
79	Hooe - - N. 2	22 0 0	58	27 3 9
87	Horsham - N.	94 13 0		
81	Horsted, Little N. 5	- - -	20	9 13 6
81	Hothley, East N.	154 5 0		
86	Hove, Eastern N. 9	122 0 0	147	72 17 4
86	Hove, Western N. 9	469 0 0	213	117 2 8
80	Hurst Green N. 3	- - -	60	40 1 6
79	Hurstmonceaux - N. 1	- - -	82	36 10 0
83	Hurst Pierrepoint - - N. 10	- - -	118	55 12 0
75	Icklesham - N. 2	110 0 0	52 / 31	34 2 2
93	Iping - - B.			
81	Isfield - - N.	*50 0 0		
91	Lavant - Ch.			
76	Leonard's, St., on the Sea N. 2	*60 0 0		
	" " "	505 2 6	435	201 8 0
76	Leonard's, St., on the Sea, All Souls' - R. *a*			
76	Leonard's, St., on the Sea, St. Mary Magdalene's, Industrial Ch. 2	684 0 0	132	62 13 0
84	Lewes - - N. 10	- - -	156	65 16 4
84	Lewes, All Saints' - N.	248 0 0		
84	Lewes, All Saints' and Southover, Infants' - N. 10	- - -	61	28 12 6
84	Lewes - - B. 7	135 15 0	288	139 10 4
83	Lindfield - N.	95 10 0		
83	Lindfield, St. John's - N. *b*			
90	Littlehampton N.	105 0 0		
93	Lodsworth - N. 5	88 10 0	75	41 17 4
93	Lurgashall - N.	90 0 0		
81	Mayfield, Boys' N. 3	- - -	70	13 5 10
81	Mayfield, Girls' N. 3	- - -	56	25 11 6
91	Merston - N.	37 0 0		
93	Midhurst - N.	170 0 0		
77	Mountfield and Whatlington - N. 3	52 0 0	68	28 10 7
77	Netherfield - N. 2	- - -	48	25 4 6
84	Newhaven - N. 10	130 0 0	158	61 7 4
79	Ninfield - N.	100 0 0		
89	North Heath N.	146 0 0		
75	Northiam - N.	58 0 0		
94	Nutbourne - N.	96 16 0		
87	Nuthurst - N. 5	- - -	40 / 15	21 17 0
84	Offham - N. 10	55 10 0	44	19 18 8
86	Patcham - N. 10	107 0 0		
75	Peasmarsh - N.	169 0 0		
76	Pett - - N.	75 0 0		
88	Petworth, Boys' N. 5	- - -	74	6 17 0
88	Petworth, Girls' and Infants' N. 5	- - -	145	42 10 0
84	Plumpton - N.	*23 0 0		
79	Polegate - N.	54 0 0		
90	Poling - - N.	87 4 0		
86	Portslade and Hangleton N. 10	126 10 0	80 / 30	40 0 0
86	Poynings - N. 10	86 8 0	27	10 15 3
86	Preston - N. 11	- - -	36	11 8 1
89	Pulborough N. 5	336 0 0	100	52 12 4
83	Pyecombe - N.	22 5 0		
84	Rodmell - P. 10	- - -	20 / 17	19 10 6
81	Rotherfield - N. 3	- - -	66	34 19 6
84	Rottingdean N. 10	260 0 0	67 / 17	33 1 10
90	Rustington Ch.	202 0 0		
75	Rye - - W.			
75	Rye Harbour Ch. 2	190 19 0	39	22 14 10
84	Rype - - N. 11	70 0 0	34	14 4 4
80	Salehurst - N. 3	*75 0 0		
83	" " Sayer's Common - - N. 10	45 4 0	64	29 5 8
		65 0 0	23	9 16 10
78	Seaford - Ch. 11	369 12 0	62 / 15	36 1 8
84	Selmeston - N. 10	- - -	48	26 0 0
91	Selsey -- - N. 11	- - -	45	20 1 5
83	Slaugham - N.	60 0 0		
87	Slinfold - N.	80 0 0		
86	Sompting - N.	*64 0 0		
78	Southbourne and Seaside N. 11	292 10 0	203	95 19 2
87	Southwater Ch.			
86	Southwick - N. 11	70 0 0	95 / 22	52 17 0
77	Staplecross - W. 7	- - -	72	26 8 11
86	Steyning - N. 11	469 0 0	113	49 5 4
89	Storrington - N.	*20 0 0		
94	Stoughton and Racton - N.	62 10 0		
80	Ticehurst - N. 1	350 0 0	143	44 3 0
80	Tidebrook - N. 1	212 0 0	37	15 1 5
93	Tillington - N. 5	- -	42	21 10 0
81	Twyford - N. 3	- - -	86	27 9 3
81	Uckfield - N. 5	256 10 0	127	76 16 3
80	Wadhurst, Best Beech Hill District Ch.			
80	Wadhurst - N. 1	*100 0 0		
	" "	280 0 0	128	67 15
81	Waldron - N. 5	- - -	40	21 18
89	Waltham, Cold N. 5	82 0 0	44	20 16
79	Warbleton - N.	*50 0 0		
87	Warnham - N. 5	74 0 0	72	37 12
79	Wartling - N. 1	- - -	54	28 0
94	Westbourne N. *c*	*90 0 0		

a Removed from inspection. *b* School closed. *c* Inspection declined.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
84	Westmeston N.	- - -	100	45 18 6
83	Wilfrid's, St. N.	- - -		
82	Withyham, St. John's - N.	76 15 0		
82	Withyham, St. Michael's - N. 3	- - -	57	27 6 2
86	Woodmancote Ch. 11	- - -	18	8 17 3
93	Woolbeding N.	181 0 0		
82	Worth - Ch. 10	- - -	31	12 5 11
90	Worthing - N.	*100 0 0		
90	Worthing, Davison's Infant - N. 12	- - -	140	74 6 0
90	Worthing - W.			
	WARWICK.			
405	Alcester - N. 7	123 18 6	101	51 7 4
396	Allesley, Reformatory.			
376	Amington - N. 3	- - -	57	21 8 0
395	Ashted, St. James - Ch. 11	- - -	274	109 2 0
395	Aston, Infants N. 11	351 0 0	81	42 7 6
397	Atherstone - N. 1	372 10 4	225	64 0 7
398	Attleborough N. 5	242 13 4	83	35 16 8
397	Bentley - N. 1	- - -	127	63 17 6
396	Bickenhill - N. 8	- - -	39	17 14 6
405	Bidford - N. 6	82 12 6	121	52 13 10
394	Birmingham, All Saints' - N. 11	616 0 0	154	40 14 8
394	Birmingham, All Saints, Nineveh, Infants - -11			
394	Birmingham, All Saints (Heath St.) Protestant School - -11	233 15 0	132	51 2 4
394	Birmingham, Asylum - U.			
394	Birmingham (Bishop Ryder's) - N. 7	910 12 0	471 90	195 1 2
394	Birmingham, Ch. Ch. (Pinfold Street) N. 11	*400 0 0	336	184 0 10
394	Birmingham, Church of the Saviour B. 6	- - -	192	72 6 4
394	Birmingham, Girls' Reformatory.			
394	Birmingham, Industrial Free - -10	995 0 0	255	56 14 0
394	Birmingham, Industrial - B. 6	41 0 0	126	54 12 6
394	Birmingham, Legge Street B. 6	- - -	63	25 16 0
394	Birmingham, New Jerusalem - - B. 6	- - -	169	69 16 6
	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, Oratory (Edgbaston) - R.			
394	Birmingham (Alcester Street) St. Anne's - R. 10	- - -	166	59 12 8
394	Birmingham, St. Barnabas, Boys and Girls - - N. 6	576 11 3	331 74	164 2 11
394	Birmingham, St. Barnabas', Infants, (Ryland Street, North) - N.	196 0 0		
394	Birmingham, St. Bartholomew's - N. 3	*150 0 0 372 10 0 " " "	196 25	30 6 6
394	Birmingham, St. Chad's - R. 10	- - -	319 122	148 12 10
394	Birmingham, St. Clement's, Nechell's - N. 10	1,200 0 0	423	198 19 2
394	Birmingham, St. George's (Russell Street) - N. 3	*300 0 0 761 6 8 " " "	573 151	149 6 4
394	Birmingham, St. John's - R. 10	858 0 0	184 61	87 2 2
394	Birmingham, St. Jude's Ch. 6	555 4 0	163	70 0 4
394	Birmingham, St. Luke's (Edgbaston) N. 10	516 6 8	379	150 10 4
394	Birmingham, St. Luke's (Macdonald Street) - N. 2	177 0 0	167	84 19 9
394	Birmingham, St. Mark's (Helena Street) N.	89 10 0		
394	Birmingham, St. Mark's (St. Mark's Street) - N. 9	504 16 4	485 39	262 14 8
394	Birmingham, St. Mary's - N. 10	750 0 0	194	102 0 4
394	Birmingham, St. Mary's, Boys - - R. 10	- - -	164	20 2 2
394	Birmingham, St. Mary's, Girls - - R. 10	- - -		33 6 2
394	Birmingham, St. Matthew's N. 7	1,212 13 10	511 97	263 8 10
394	Birmingham, St. Matthias' (Farm Street) N. 8	150 0 0	373	164 12 0

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Matthias' (Farm Street), Infant - N. 10	- - -	43	12 9 9
394	Birmingham, St. Matthias' (Wheeler Street) - N. 8	1,317 13 9		
394	Birmingham, St. Nicholas' R.			
394	Birmingham, St. Patrick's R. 10	- - -	99	40 9 6
394	Birmingham, St. Paul's - N. 9	788 0 0	347	177 8 4
394	Birmingham, St. Peter's (Moor Street) N.	531 0 0		
394	Birmingham, St. Peter's (London Prentice Street) N.	73 10 0		
394	Birmingham, St. Peter's R. 10	- - -	242 50	117 15 9
394	Birmingham, St. Philip's N. 7	500 0 0	121	57 4 4
394	Birmingham, St. Stephen's N. 11	840 12 0	216 24	103 18 10
394	Birmingham, St. Thomas' Bow Street) Ch. 2	- - -	94 100	56 16 0
394	Birmingham, St. Thomas' (Holloway Head Street) N. 2	315 0 0	262 70	127 0 2
394	Birmingham, St. Thomas' Branch Infants (Holliday Street) N.	171 0 0		
394	Birmingham, Severn Street B. 6	- - -	140	30 6 8
394	Birmingham, Steelhouse Lane - - B. 6	- - -	84	38 5 0
394	Birmingham, Unitarian Domestic Mission - - 6	- - -	504	261 1 2
394	Birmingham W.			
395	Bordesley, St. Andrew's (Small-heath) Boys & Girls N. 2	516 0 0	274	174 0 8
395	Bordesley, St. Andrew's, Infants - N.	99 0 0		
401	Bourton - Ch. 5	- - -	33 8	5 15 0
406	Brailes - Ch. 6	397 0 0	83	36 10 4
401	Brinklow - N. 4	377 10 0	74	41 5 0
395	Bromwich, Little - - N. 11	105 12 0	33	4 9 3
403	Budbrooke - Ch. 6	- - -	36	22 10 0
398	Bulkington, St. James' Ch. 5	609 0 0	156	82 15 0
398	Chilvers Coton N. *a*	104 0 0		
404	Claverdon - N.	240 0 0		
401	Clifton on Dunsmoor - N. 5	186 0 0	50	23 13 6
404	Cornbroke - - 3	- - -	50	33 0 2
407	Compton (Fenny) - N.	*54 0 0		
162	Compton, Long, Infant - N. 6	- - -	54	27 0 2
396	‡Corley Moor N.			
400	Coventry, Girls' Blue Coat - N. 4	- - -	49	18 15 0
400	Coventry, St. John's - N.	*120 0 0		
400	Coventry, St. Mary's, Red Lane.			
400	Coventry, St. Mary's - R. 9	- - -	123 48	56 12 7
400	Coventry, St. Michael's - N. 4	1,200 0 0	555 222	355 4 0
400	Coventry, St. Osburg's - R. 9	- - -	92 9	38 14 9
400	Coventry, St. Nicholas' Place - - B.	*125 0 0		
400	Coventry, St. Peter's - N. 4	283 17 6	259	111 3 2
400	Coventry, Holy Trinity - N. 4	1,349 10 0	356 58	175 12 5
400	Coventry, Vicar Lane B. *b*	*200 0 0		
403	Cubington - N. 8	220 0 0	81	56 1 8
395	Deritend, St. John's - N. 9	362 5 0	261	102 18 2
401	Dunchurch - N.	*106 0 0		
	„ „	50 5 0		
404	Eatington - N. 2	- - -	60 13	21 12 9
393	Edgbaston - P. 10	- - -	183	78 12 8
393	Edgbaston, St. George's N. 10	182 0 0		
393	Edgbaston, St. James' Ch. 6	595 0 0	273	142 15 4
395	Erdington, Infants - B.	100 0 0		
395	Erdington - R. 9	- - -	77	32 18 2
399	Exhall - N.			
401	Grandborough N.	54 10 0		
406	‡Halford - N.			
403	Hampton-on-the-Hill - R.			
401	Harborough Magna - N.	88 0 0		
407	Harbury - N. 8	306 0 0	83	36 1 4
397	Hartshill - N. 4	148 10 0	66	29 6 10
405	Headless Cross N. 11	- - -	136	68 18 -
404	Henley in Arden - N. 6	95 0 0	48	6 0 4
404	Henley in Arden - B. 5	- - -	55	24 3 -

a School closed.

b Grant repaid March 1847.

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	WARWICK—*cont.*	£ s. d.		£ s. d.
403	Hunningham Ch. 4	246 0 0	40	22 1 8
406	Ilmington - N.	308 0 0		
407	Itchington, Bishop - N.	*37 0 0		
407	Itchington, Long - - N. 7	502 0 0	98	41 14 3
403	Kenilworth, St. Austin's R.			
403	Kenilworth, St. John's - N. 7	212 0 0	84	49 11 6
403	Kenilworth, St. Nicholas N. 7	*57 0 0		
	"	599 0 0	117	50 18 4
399	Keresley and Coundon - N. 4	112 10 0	111	54 15 2
376	Kingsbury, Endowed - N. 1	57 13 10	80	25 0 0
405	Kinwarton and Great Alne - N. 7	68 10 0	25	25 0 0
405	Kinwarton and Great Alne, Sunday -	*30 0 0		
394	Ladywood, St. John's - N. 7	1,582 0 0	500	252 0 4
394	Ladywood, St. John's, Infants - Ch. 7	162 16 3	76	31 1 0
396	Lea Marston Ch. 1	- - -	87	29 13 5
403	Leamington N. 11	- - -	192	87 10 8
403	Leamington B. 5	- - -	85	36 15 9
403	Leamington, St. John's - N. 11	- - -	88	28 18 8
403	Leamington, St. Mary's - N. 11	- - -	212	37 17 10
403	Leamington Priors - N.	1,100 0 0		
403	Leamington Priors - R.			
403	Leamington Priors - W. 5	- - -	112	46 13 2
407	Lighthorne - N. 3	- - -	33	20 16 6
404	Loxley - - N.	10 10 0		
395	Lozells, St. Silas' - - N. 10	- - -	141	74 13 4
405	Mappleborough Green - N. 11	- - -	42	20 18 8
401	Marton - N. 3	212 0 0	45	24 4 6
	‡Mount Carmel - - R.			
407	Napton on the Hill - N. 11	64 0 0		
398	Nuneaton (Abbey End) Infants - N.	241 0 0		
398	Nuneaton (Church Lane) - N. 5	618 0 0	256	118 16 6
403	Offchurch (Lady Aylesford's) - 8	- - -	43	15 7 2
396	Pakington (Earl of Aylesford's) 8			
408	Pailton - N. 5	373 0 0	78	17 2 10
400	Radford - B. 5	- - -	37	22 17 2
163	Ratley - - Ch.	117 0 0		
403	Rowington - N. 6	196 0 0	79	39 5 8
401	Rugby (Elborow's) - N. 5	29 19 0	172	51 13 9
401	Rugby (in St. Matthew's District) New Parish - -	275 0 0		
401	Rugby - - R.			
401	Rugby, St. Matthew's N. 5	174 10 0	281	136 5 0
401	Rugby, Trinity P. 5	- - -	208	104 7 8
401	Rugby - - W. 5	- - -	100	50 17 4
401	Ryton on Dunsmore - Ch.	196 8 0		
395	Saltley, Reformatory.			
395	Saltley (Worcester Diocesan) Practising - 7	200 0 0	132	46 18 0
402	Shirley, Endowed - Ch.	*65 0 0		
	" 6	221 2 6	43	*a*
404	Snitterfield - N.	*100 0 0		
	" "	25 0 0		
402	Solihull, Lower, Free - - N. 6	- - -	56	25 0 0
402	Solihull, Palmers, Charity, Girls - - 6	- - -	100	39 12 9
407	Southam Independent 4	46 0 0	65	31 9 8
398	Stockingford N. 5	604 5 0	80	29 19 7
487	Stockton - N. 11	55 4 4	86	42 16 2
399	Stoke - - N. 4	76 0 0	41	7 9 8
403	Stoneleigh - P. 11	- - -	63 / 18	6 5 0
406	Stowerton - N.	40 0 0		
404	Stratford-on-Avon - - N. 2	311 11 8	254	138 3 1
401	Stretton-on-Dunsmore - N. 5	232 14 2	54 / 7	*a*
405	Studley - N. 11	*35 0 0		
	" "	339 12 4	87	33 4 10
395	Sutton-Coldfield - - R.			
401	Thurlaston - N.	138 15 0		
406	Tysoe - - Ch. 6	554 0 0	88	51 1 8
399	Walsgrave-on-Sowe - - N. 4	10 10 0	52	25 0 0
404	Walton - Ch. 8	- - -	29	15 1 4
375	Warton - Ch.	267 0 0		
403	Warwick - B. 5	- - -	99	35 12 9
403	Warwick, High St. Chapel - B. 5	261 0 0	76	40 14 8
403	Warwick, St. Mary's - N. 6	*150 0 0		
	" "	167 0 0	136	67 2 6
403	Warwick, St. Mary's and St. Paul's Infants - N.	162 0 0		

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	WARWICK—*cont.*	£ s. d.		£ s. d.
403	Warwickshire Reformatory.			
404	Wellesbourne Ch.	185 10 9		
403	Westwood - N. 11	- - -	46	21 18 6
401	Whichford - 6	- - -	62 / 23	26 19 11
376	Wilnecote - N.			
395	Wishaw - N.			
401	Wolston - Ch. 4	- - -	71 / 14	41 11 2
399	Wolvey - N. 5	*53 0 0		
	„ - „	12 3 0	87	35 5 0
404	Wotton Wawen - - N.	208 0 0		
	WESTMORELAND.			
575	Ambleside - N. 5	281 15 0	155	55 5 4
573	Appleby, St. Laurence's B. 6	126 15 0	79 / 21	50 17 9
575	Applethwaite, St. Mary's - Ch.	50 0 0		
573	Bongate - N. 2	65 0 0	78	38 7 9
573	Brough - N. 2	- - -	95	48 5 2
575	Burneside Endowed - 5	- - -	87	26 16 0
575	Burton - Ch. 3	- - -	52	28 15 0
575	Casterton - N.	42 0 0		
574	Cliburn - 2	- - -	41	3 7 6
574	Clifton - - Ch.			
573	Dufton - B. 6	31 18 3	52	29 3 9
575	Endmore - Ch. 3	- - -	43	13 15 3
575	Firbank - Ch. 4	112 4 0	22	9 14 4
575	Grasmere - Ch. 5	- - -	38	22 10 0
575	Grayrigg - N. 5	32 0 0	68	28 0 0
575	‡Helsington - N.			
574	‡Helton - N.			
575	Holme - - N.	82 10 0		
575	Kendal - N. 9	140 17 0	211	69 4 8
575	Kendal, Boys B. 5	*125 0 0		
	„ - „	138 5 4	224	124 1 4
575	Kendal (Castle Street), Girls and Infants - B. 5	- - -	192	81 15 5
575	Kendal, Fellside - - B. 5	- - -	83	40 15 0
575	Kendal, Parish Ch., Day - 9	- - -	141	48 2 11
575	Kendal - U.			
575	Kendal, St. George's, - N. 9	243 10 0	73 / 51	44 18 2
575	Kendal, St. Thomas', Infants - - N.			
575	Kendal - W	173 0 0		
575	Kirkby Lonsdale - - N. 5	455 0 0	191 / 22	102 3 10
573	Kirkby Stephen - - N.	*45 0 0		
575	Langdale - Ch. 5	- - -	57	10 3 0
575	Levens - - Ch. 3	- - -	44	17 12 0
574	Martindale - N.	*27 0 0		
573	Marton, Long P. 2	- - -	32	18 5 10
575	Meal Bank - B. 5	- - -	68	41 13 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	WESTMORELAND—*cont.*	£ s. d.		£ s. d.
573	Ormside - N.	35 0 0		
575	Staveley - N. 5	- - -	84	*a*
574	Strickland, Great - N. 1	- - -	45	4 12 0
573	Tebay - N. 2	- - -	81	0 15 0
573	Temple Sowerby Ch. 1	- - -	43	22 14 9
575	Troutbeck - Ch. 5	- - -	41	*a*
573	Warcop - N.	144 0 0		
575	Windermere, St. Mary's - N. 5	- - -	121	8 13 7
574	Yanwath - Ch. 2	- - -	81	35 13 9
	WILTSHIRE.			
121	Aldbourne - N. 4	306 0 0	73	26 4 3
263	Alderbury - N. 10	- - -	104	52 1 0
256	Allcannings - N. 3	26 14 8	58	50 0 0
262	Amesbury - N. 1	- - -	109 / 41	50 11 9
260	Ashton - - Ch. 2	- - -	53	44 0 0
259	Ashton, West N.	169 15 0		
255	Avebury - P.	40 0 0		
265	Barford, St. Martin - N. 1	478 0 0	64	32 5 0
121	Bedwin, Great N. 4	- - -	123	53 8 0
121	Bedwin, Little N. 4	328 0 0	70 / 19	38 11 3
265	Bemerton - N. 1	- - -	70	34 9 -
255	Berwick Bassett - - N.	66 0 0		
253	Biddestone - N.	50 0 0		
250	Bishopstone (near Faringdon) - N.	126 0 0		
265	Bishopstone (near Salisbury) - - N. 1	129 8	78	49 0
265	Bower Chalke N. 1	40 0 0	50	23 9
254	Bowood - 5	- - -	74	39 6
253	Box - - Ch. 5	- - -	145	78 0
258	Bradford, Parish Church N. 11	*190 0 0		
	„ - „	60 3 2	92	45 4
258	Bradford, Ch. Ch. - N. 11	- - -	108	49 16 11
258	Bradford-on-Avon - - B. 7	- - -	97	- 7 11
267	Bradley (Maiden) - - N.	65 0 0		
104	Bramshaw, Warren's, Girls N. *b*			
259	Bratton - N. 11	50 0 0	36	15 8
259	Bratton - B. 6	95 19 6	53	24 18
254	Bremhill - N. 5	150 0 0	49	23 3
260	Brixton Deverell - N. *c*	*40 0 0		
265	Broad Chalke 1	251 0 0	65 / 27	44 1 11
251	Broadtown - P.	205 0 0		

a Grant refused under Article 52*d*.
b Amalgamated with Bramshaw N.
c Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
256	Bromham - N.			
256	Bromham - B. 6	- - -	33	16 5 0
258	Broughton Gifford - N.	90 13 4		
261	Burbage - N. 4	276 0 0	157	77 5 0
254	Calne, Boys - N. 5	45 0 0	183	80 9 2
254	Calne, Girls - N. 5	- - -	60	35 6 8
254	Calne, (Lord Lansdowne's) Infant - 5	- - -	130	64 18 0
254	Calne, Middle, Endowed, Free Grammar. *a*			
254	Calne, Mrs. Guthrie's Juvenile - 5	- - -	110	59 3 6
253	Castle Combe N. 5	- - -	178	105 1 6
			51	
263	Charlton, All Saints - Ch. 1	- - -	43	22 3 0
252	Charlton Park N. 4	- - -	58	27 2 10
256	Cheverell, Great N.	50 0 0		
256	Cheverell, Little Ch. 3	- - -	42	23 8 2
			14	
266	Chilmark - N. 3	283 0 0	81	49 6 0
			29	
121	Chilton-Folliatt N. 4	- - -	64	35 14 6
			22	
253	Chippenham N.	*170 0 0		
253	Chippenham B. 6	- - -	58	26 14 6
253	Chippenham U.			
253	Chippenham, St. Paul's - Ch. 5	776 0 0	145	83 5 4
256	Chirton - N.	40 0 0		
250	Chisledon - N.	70 0 0		
256	Chittoe - N. 3			
262	Cholderton - P. 1	- - -	27	12 9 0
253	Christian-Malford - N. 5	- - -	104	39 14 10
118	Chute - - N. 7	336 0 0	74	47 10 10
			28	
251	Clack Lyneham - - N. 6	198 12 0	53	29 8 2
251	Clyffe Pypard Ch. 6	- - -	20	8 1 2
261	Collingbourne Ducis - N. 4	340 0 0	88	55 1 2
			19	
261	Collingbourne-Kingston - Ch. 4	- - -	75	34 1 0
263	Combe Bissett - - N. 10	47 10 0	40	24 15 10
254	Compton Bassett - - N. 5	53 0 0	47	21 9 2
253	Corsham - B. 6	*100 0 0		
	,, - ,,	41 13 0	57	20 19 8
253	Corsham Pickwick District - N. 5	- - -	63	24 0 10
53	Corsham Side Ch. 5	215 15 0	45	24 9 6
60	Corsley - N.	150 0 0		
51	Cricklade - N. 6	108 0 0	74	37 3 2
60	Crockerton - N. 2	- - -	50	28 13 8
52	Crudwell - N. 4	120 0 0	36	24 15 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
103	Damerham - N. 1	260 0 0	88	49 4 0
			19	
108	Dean, West Ch. 7	- - -	42	14 15 4
254	Derry Hill - N. 5	132 0 0	74	31 6 0
256	Devizes - B. 7	*140 0 0	161	72 7 10
	,, - ,,	52 10 0		
256	Devizes, Town (Sheep St.) N. 3	- - -	208	108 12 6
			32	
256	Devizes, Town (Bridewell Street) - N. *b*			
259	Dilton's Marsh N. 2	217 10 0	93	48 5 4
			55	
259	Dilton's Marsh, Infant - B. 7	- - -	58	26 5 9
266	Donhead, St. Mary's - N.	*29 0 0		
263	Downton - N. 10	162 0 0	77	34 10 4
263	Downton - B. 5	244 6 8	87	41 10 0
262	Durrington - P. 9	- - -	43	26 7 6
			15	
256	Erchfont - N. 3	- - -	87	31 3 8
261	Everleigh - N.	70 0 0		
262	Figheldean - N. 1	- - -	64	35 18 6
263	Fisherton Anger N. 1	180 0 0	130	56 3 4
			20	
266	Fonthill Bishop - N.	37 10 0		
266	Fonthill Gifford - N.	41 0 0		
121	Fosbury - Ch. 4	- - -	56	29 15 4
265	Fovant - N.	105 0 0		
254	Foxham			
121	Grafton, East N. 4	- - -	104	62 15 6
			20	
263	Grimstead, West - - N.	101 0 0		
253	Grittleton - Ch. 5	- - -	46	28 7 7
252	Hankerton - N.	52 0 0		
263	Harnham, East - - Ch. 2	- - -	69	41 6 8
263	Harnham, West - - N. 10	120 0 0	23	10 11 0
254	Heddington N. 3	- - -	24	18 3 8
			14	
260	Heytesbury N. 2	*150 0 0	101	49 14 8
		155 0 0	33	
	,, - ,,			
250	Highworth - N. 6	*100 0 0	108	24 14 6
250	Highworth and Swindon - U.			
254	‡Hillmarton - N.			
257	Hilperton - N. 11	70 0 0		
266	Hindon - N. 3	- - -	63	32 1 8
255	Hinton (Broad) Endowed - N.	160 0 0		
250	Hinton, Little N.	65 0 0		
258	Holt - - N.	*40 0 0		
260	Horningsham N. 2	- - -	87	59 12 10
			27	
260	Imber - - N.	*34 0 0		
267	Kingston Deverill - - N. 2	- - -	49	33 15 11
267	Knoyle, East N. 3	*31 0 0		
	,, ,,	17 17 2	69	44 6 4
			13	

a Removed from inspection.

b Amalgamated with Devizes (Sheep Street).

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
253	Lacock - N. 11	- - -	192 16	92 16 7
263	Landford - N. 1	45 0 0	59	35 7 6
253	Langley Fitzurse - - N. 5	116 0 0	39	15 14 8
251	Latton - P. 6	- - -	43	23 9 0
263	Laverstock - N. 1	- - -	42	16 3 10
258	Limpley Stoke N. 11	75 0 0	29	13 13 1
260	Longbridge Deverill - N. 2	- - -	77 46	56 3 10
118	Ludgershall N. 7	- - -	78 8	46 9 0
266	Ludwell - N. 3	70 0 0	76 16	49 12 2
251	Lydiard Millicent - - N.	155 0 10		
251	Lydiard Tregoz - - N. 6	257 12 0		
251	Lyneham - N. 6	166 2 6	62 12	25 10 0
262	Maddington N. 1	- - -	55	24 3 4
252	Malmesbury Ch. 4	- - -	236	117 19 6
252	Malmesbury and Westport - - Ch. 4	600 0 0	118 24	59 13 4
256	Marden - N.	25 0 0		
256	Market Lavington - N. 3	140 0 0	126 21	73 4 0
255	Marlborough, St. Mary's - N. 4	395 0 0	154	76 5 8
255	Marlborough, St Peter's - N. 4	500 0 0	205 91	137 1 2
103	Martin - - N.	123 0 0	33	15 7 6
257	Melksham - N. 11	181 4 4	151	77 10 2
257	Melksham - B. 7	64 6 8	88	36 18 7
257	Melksham - U.			
237	Mere - - N. 3	247 0 0	83 30	57 15 4
252	Minety, St. Leonard's - N.	116 0 0		
261	Netheravon N.			
265	Netherhampton N. 10	- - -	29	*a*
253	Nettleton and Burton - N. 5	96 6 0	103	53 7 2
339	Newnton, Long N. 2	204 0 0	40	2 18 3
265	Newton, South N. 10	- - -	39	17 14 4
262	Newton Tony P. 10	73 0 0	40	14 6 9
260	Norton Bavant Ch.	20 0 0		
263	Nunton - N. 10	- - -	43	23 6 10
256	Patney - N.	*25 0 0		
261	Pewsey - N. 4	*75 0 0		
	" - "	19 12 10	166	76 9 10
261	Pewsey, St. John Baptist - - N.	171 5 0		
253	Pickwick - N.	444 0 0		
263	Pitton - - N. 1	- - -	46	20 2 6
107	Plaitford - N. 1	111 9 4	39	18 16 6
340	Pool Keynes N. 6	95 5 0	25 11	18 0 2
251	Purton - N. 6	584 0 0	151	58 13 6
263	Redlynch - N.			
259	Road Hill - N. 11	*60 0 0	47	25 0 0
256	Rowde - N. 3	- - -	76 19	44 16 10
264	Salisbury, Infant - - 10	- - -	75	34 5 0
264	Salisbury, Model Girls - - N.			
264	Salisbury - U.			
264	Salisbury, St. Edmund's, Practising - N. 10	1,361 0 0	350	177 5 10
264	Salisbury, St. Edmund's Sunday - -	*40 0 0		
264	Salisbury, St. Martin's - N. 10	21 0 0	226	120 5 4
264	Salisbury, St. Thomas' - N. 10	479 0 0	144	79 5 8
264	Salisbury - W. 5	- - -	69	34 19 0
255	Savernake - N. 4	- - -	38 15	23 18 8
253	Seagry - - N.	50 0 0		
257	Seend Girls' Church.			
266	Semley - N. 3	58 0 0	48	29 3 4
257	Shaw and Witley - N.			
252	Sherston - B. 6	- - -	71	28 11 6
252	Sherston Magna N. 4	170 0 0	125	45 19 10
262	Shrewton - N. 1	- - -	33	17 7 4
340	Somerford Keynes - Ch. 6	214 0 0	45	22 18 4
256	Southbroom N.	*50 0 0		
265	Stapleford - P. 1	- - -	28	5 12 9
257	Staverton - N. 11	- - -	71	34 3 2
259	Steeple Ashton - - N. 11	- - -	63	25 7 4
265	Steeple Langford - - N. 1	286 0 0	55	27 3 0
256	Stert - - N.	20 0 0		
254	Stockley - N.	175 0 0		
263	Stratford-sub-Castle - N.	37 10 0		
250	Stratton, St. Margaret's N.	*35 0 0		
254	Studley, St. John's - N. 11	381 0 0	47	14 11 1
253	Sutton Benger - - N.	42 0 0		
260	Sutton Veny Ch. 2	- - -	51	25 3 10
266	Swallowcliffe N.	45 0 0		
250	Swindon, Old N. 6	*85 0 0		
	" "	47 0 0	107	52 7 2
250	Swindon, New, Free Christian Church Day 12	- - -	84	12 1 3
250	Swindon, New (Great Western Railway) N. 6	598 0 6	329	148 5 10
250	Swindon, Old, Infants - N.			
250	Swindon - W. 12	- - -	80	11 11 1
266	Tisbury - N. 3	299 0 0	104 22	64 6 6

a Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Last Annual Grant (within Year ending 21 Dec. 1865). Average Attendance.	Amount paid.		
	WILTSHIRE—*cont.*	£	*s.*	*d.*		£	*s.*	*d.*
257	Trowbridge - N. 11	726	0	0	413 / 206	214	0	8
257	Trowbridge - B. 7	-	-	-	239	86	8	7
257	Trowbridge, Holy Trinity N. 11	*105	0	0				
	" "	8	0	0	116	38	17	4
260	Upton Scudamore - - N.	*30	0	0				
250	Wanborough P.							
260	Warminster N. 2	*460	0	0				
	" "	291	0	0	330	154	8	0
260	Warminster B. 6	*155	0	0	86 / 37	45	13	2
259	Westbury - N. 11	150	0	0	46	25	1	0
259	Westbury (Boys) B. 6	-	-	-	56	29	12	0
259	Westbury (Girls) B. 6	-	-	-	81	35	1	11
259	Westbury, Heywood House N. 11	-	-	-	95	48	5	4
259	Westbury, Leigh Ch. *a*							
258	Westwood - N.	73	0	0				
263	Whiteparish N. 1	100	0	0	138	46	13	4
265	Wilton - N. 10	-	-	-	235	106	3	0
265	Wilton Park N. 10	-	-	-	33	15	10	8
262	Wilts, Reformatory. ‡Winterbourne, Earl's - N.							
255	Winterbourne Monkton - P.	25	0	0				
262	Winterbourne-Stoke - N. 10	-	-	-	30 / 44	26	3	2
263	Winterslow - N. 1	10	10	0	108 / 15	58	7	0
251	Wootton Bassett - - N. 6	638	0	0	149 / 17	80	0	0
251	Wootton Bassett - - B. 6	348	0	0	128	63	0	6
261	Wootton Rivers N. 4	90	0	0	80 / 23	52	13	8
258	Wraxall, South N.	37	10	0				
265	Wylie - - N.	*45	0	0				
253	Yatton Keynell - - Ch. 5	-	-	-	42	20	5	8
267	Zeals - - N.	42	0	0				
	WORCESTERSHIRE.							
386	Abberley - Par. 6	292	0	0	56	42	17	6
392	Alvechurch - N. 2	317	0	0	91	41	14	0
386	Areley Kings N.	55	0	0				
389	Badsey and Wickamford N.	125	16	0				
393	Balsall Heath, St. Paul's - N. 6	1,270	0	0	233	137	1	6
391	Barbourne, St. Stephen's Ch. 9	254	0	0	129	43	9	11
393	Bartley Green N.	*50	0	0				
392	Belbroughton N. 5	-	-	-	90	41	2	3
389	Bengeworth N. 11	200	0	0	127	62	4	6
388	Berrow - N.	*45	0	0				

a Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.		
	WORCESTER—*cont.*	£	*s.*	*d.*		£	*s.*	*d.*
384	Bewdley - N. 5	65	3	4	62	20	16	8
384	Bewdley, Far Forest - N.	60	0	0				
388	Birts Morton N.	78	0	0				
406	Blockley - B. 2	-	-	-	84	30	1	0
406	Blockley, Upper Ch. 11	-	-	-	162	75	10	3
390	Bredicot - N.	142	16	6				
389	Bretforton - N.	75	0	0				
386	Broadheath N.	*18	0	0				
386	Broadwas - Ch.	62	13	9				
389	Broadway - N. 11	150	0	0	106	51	16	2
389	Broadway, St. Mary's - R. 5	-	-	-	58	42	10	0
392	Bromsgrove N. 2	*200	0	0	430	131	18	8
392	Bromsgrove - B. 2	-	-	-	104	20	2	4
392	Bromsgrove, Park Place R.							
392	Bromsgrove, The Lickey N. 2	295	0	0	105	57	12	6
388	Bushley - P. 3	-	-	-	38	19	17	6
388	Castle Morton N.	102	0	0				
391	Claines - N.	*100	0	0				
391	Claines, St. George's - N. 11	*123	0	0	62	27	7	2
389	Cleeve Prior Ch.	106	0	0				
392	Clent - - N. 6	-	-	-	43	21	8	0
386	Clifton-on-Teme - - N. 6	100	0	0	58	41	19	6
383	Cradley - N. 5	1,092	0	0	131 / 17	68	16	6
383	Cradley - W. 1	-	-	-	100	39	13	4
391	Crowle - - N. 6	188	0	0	54	26	0	8
391	Cutnall Green Ch. 7	153	6	3	53	*b*		
391	Dodderhill - N.	146	0	0				
391	Droitwich, Coventry Charity - N.							
391	Droitwich, St. Peter's - N. 11	293	8	6	249 / 15	121	19	8
382	Dudley - B.	*400	0	0				
382	Dudley, Holly Hall - - 7	-	-	-	285	145	6	2
382	Dudley, St. Edmund's - N.	450	0	0				
382	Dudley, St. James' - N. 7	150	0	0	75	40	10	4
382	Dudley, St. John's - N. 7	395	0	0	143 / 33	76	19	10
382	Dudley, St. Thomas' - N. 7	867	0	0	68	35	4	6
382	Dudley - W. 1	432	0	0	173	49	4	8
388	Eldersfield - N. 1	224	0	0				
342	Evenload - N.	28	0	0				
389	Evesham, All Saints, and St. Lawrence N. 10	275	0	0	157	72	16	0
389	Evesham - B. 12	160	0	0	99	54	18	6
405	Feckenham - N. 10	801	8	0	63	33	16	0
392	Finstall - N.	65	0	0				
386	‡Grimley - N.							
392	Hagley - N. 5	-	-	-	69	41	2	8
392	Hagley, Infants - - N.	85	0	0				

b Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid. £ s. d.
	WORCESTER—*cont.*			
383	Hales Owen N. 6	*285 0 0		59 8 0
	" "	522 6 3	333	
383	Hales Owen, Girls and Infants - N. 6	- - -		99 16 6
383	Hales Owen (Quinton), Ch. Ch. - N.	160 0 0		
386	Hallow, Endowed - N. 11	358 0 0	85	8 6 8
391	Hanbury - N. 10	254 0 0	74	*a*
391	Hanbury, Broughton Green - N.	80 0 0		
389	Harvington - N.	59 0 0		
386	Holt and Witley - N.	*30 0 0		
405	Inkberrow - N. 3	112 10 0	64 / 12	29 7 11
384	Kidderminster, New Meeting House Charity - 2	67 0 0	125 / 34	39 17 5
384	Kidderminster, St.George's N. 3	275 13 4		
384	Kidderminster, St. John the Baptist's N. 3	203 3 4	245 / 26	122 8 10
384	Kidderminster, St. John's, Girls - - N.			
384	Kidderminster, St. Mary's - N. 3	83 6 8	252	119 13 11
384	Kidderminster, St. Mary's Infants - N.			
393	King's Heath, Infant -			
393	King's Norton N. 4	205 10 0	49	24 12 11
393	King's Norton, Strutley St. Branch - 4	- - -	62 / 12	41 7 4
386	Leigh Sinton N. 1	- - -	54	16 16 0
388	Longdon, Endowed - N. 3	116 0 0	41	0 15 0
383	Lye - - N. 6	531 16 0	322 / 64	154 19 4
383	Lye (Stamber-Mill) - N. 6	280 0 0	134 / 24	64 0 4
388	Malvern, Great, New Parochial - 10	1,293 0 0	125	48 1 1
388	Malvern, Great, St. Mary's- N.	50 0 0		
388	Malvern, North - Ch. 10	- - -	137	42 17 6
388	Malvern, Link - -N. 11	75 0 0	74	28 16 4
388	Malvern, Link - -B. 12	- - -	77	18 5 10
388	Malvern Well's, St. Peter's - N.	*50 0 0		
386	Martley - N.	144 0 0		
405	Moreton Abbot's - - N.	20 0 0		

a Grant refused under Article 52*d*.

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	WORCESTER—*cont.*			
393	Moseley - N. 4	- - -	121	75 3 3
393	Moseley, King's Heath, Infants - - 4	- - -	59	30 7 5
382	Netherton - Ch. 7	- - -	265 / 20	122 16 0
406	Newbold-on-Stour - - N. 7	93 0 0	45	3 16 8
393	Northfield - N.	*100 0 0		
389	Offenham - N.			
381	Oldbury - N. 6	*75 0 0	368	183 0 6
	" - "	544 10 0		
381	Oldbury (Chance's) - - N. 6	340 0 0	207 / 50	140 6 4
381	Oldbury, Road Endowed Branch -			
381	Oldbury, Tat Bank, Infants - - N. 6	311 0 0	92	49 11 8
381	Oldbury - W. 2	- - -	241	87 10 8
385	Overbury - Ch.			
387	Oxford, Worcester, and Wolverhampton Railway (at Worcester) B.			
390	Pershore - N. 1	212 0 0	233	121 16 8
390	Pershore - B. 12	- - -	69	42 0 4
388	Powick - N. 11	*60 0 0		
	" - "	26 0 0	95	36 16 8
388	Powick, Bastonford Branch N. 11	- - -	37	15 14 10
381	Quinton - N. 5	- - -	90	40 9 0
392	Redditch - N. 4	711 0 0	284 / 110	204 17 9
392	Redditch - W. 2	- - -	260	91 3 1
386	Redmarley - N.	64 0 0		
388	Ripple - - N.	120 0 0		
355	Rock - - Ch. 4	- - -	43	28 11 0
392	Romsley - N.	63 0 0		
391	‡Salwarpe - N.			
389	Sedgeberrow N.	40 0 0		
393	Selly Oak - N. 2	606 10 0	66	34 13 0
386	Shelsley, Woodbury Hill Reformatory.			
406	Shipston-on-Stour - - N. 7	84 15 0	41	*a*
406	Shipston-on-Stour, Girls N. 7	- - -	57	19 3 4
386	Shrawley - N. 5	- - -	48	*b*
393	Sparkbrook - N. 6	764 0 0	99	53 1 1
385	Staunton - N. 1	165 2 6	70	36 9 2
392	Stoke Prior - N.	*100 0 0		
	" - "	14 0 0		
383	Stourbridge, Saint Thomas' - - N. 7	492 18 3	195 / 8	102 17 6
383	Stourbridge (New Road) W. 1	- - -	66	15 2 2
383	Stourbridge (Wollaston Road) - B.			

b Grant refused under Article 51*b*.

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	WORCESTER—*cont.*	£ s. d.		£ s. d.
384	Stourport - N. 5	259 6 8	161	93 3 2
383	Swinford, Old N. 7	1,004 0 0	103	53 14 0
392	Tardebigge - N. 4	- - -	68	37 10 0
385	Tenbury - N. 4	414 0 0	128	60 5 0
388	Upton-on-Severn - N. 11	672 0 0	198 27	84 4 2
390	Whittington Ch.	146 0 0		
386	Wichenford N.	67 0 0		
386	Witley - - N. 6	- - -	56 8	26 17 2
383	Wollaston - N. 7	- - -	334 16	160 2 0
387	Worcester, All Saints' N. 9	250 0 0	133	18 10 0
387	Worcester, St. Andrew's N.	*200 0 0		
387	Worcester, St. Clement's N. 11	276 0 0	200	97 5 2
387	Worcester, St. George's R. 5			
387	Worcester, St. John's, in Bedwardine - N. 11	278 18 0	197	83 18 3
387	Worcester, St. Martin's N. 10	*250 0 0		
	" " "	71 0 0	117	48 7 9
387	Worcester, St. Martin's, Infants 10	- - -	147	58 0 5
387	Worcester, St. Nicholas' - N. 11	- - -	113	58 0 0
387	Worcester, St. Paul's - N. 11	471 19 4	186	87 14 2
387	Worcester, St. Peter's, Boys - - N. 10	- - -	90	42 15 7
387	Worcester, St. Peter's (Diglis St.) N. 10	640 6 4	301 45	143 4 2
387	Worcester, Sansome's Place - - N. 10	14 0 0	100	45 11 10
387	Worcester - W. 12	- - -	86	33 10 2
384	Wribbenhall N. 5	12 16 8	83	51 10 9
	YORKSHIRE.			
514	Aberford - N. 3	- - -	63	27 6 10
526	‡Acklam - N.			
504B	‡Ackworth, Girls - - N.			
504B	Ackworth (Lowther's Hospital), Boys - - N. 5	- - -	87	40 9 8
504B	Ackworth, Low (Mr. Howard's) 7	- - -	47	3 6 9
492A	Acomb - N. 1	- - -	89 9	35 11 11
489	Addingham N. 3	215 14 6	122 28	66 3 8
510	Adwick-le-Street - N. 1	*60 0 0	37	15 16 3
534	Ainderby Steeple - N. 3	267 12 0	72	40 12 4
492	Aldborough Ch.			
492A	Aldborough and Boroughbridge - N. 2	682 10 0	129	48 14 9
491	Aldfield - N. 2	- - -	84	59 2 3
530	Allerston - N.	*20 0 0		
530	Allerston - B.	8 1 6		
499	Allerton - N.	*73 0 0		
499	Allerton - B. 4	200 0 0	139	78 18 6
492	Allerton Mauleverer R. 11	- - -	17	11 0 8
497	Almondbury, Central - N. 6	379 6 0	116	33 8 5
497	Almondbury, Lower Houses - N. 6	140 0 0		
503	Alverthorpe and Flanshaw - N. 5	246 11 6	122	61 12 4
529	Ampleforth - N. 5	15 0 0	51	24 7 10
436	Anston - Ch.			
514	Appleton Roebuck - N. 1	- - -	69	33 9 2
505	Ardsley - N. 5	237 14 0	139	62 3 2
497	Armitage Bridge - N. 6	- - -	87	43 18 8
510	Askern - N.			
515	Askham Bryan - N. 1	179 0 0	41	20 13 11
509	Astou - - N.			
508	Attercliffe, Boys - - N. 6	322 0 0	137	27 8 2
508	Attercliffe, Girls - - N. 6	- - -	246	51 5 4
522	‡Atwick - N.			
509	Aughton - 11	- - -	31	11 16 3
496	Austerlands N. 8	60 0 0	48	29 1 0
537	Aysgarth - N. 10	- - -	76	32 17 0
533	Ayton, Great B.	140 0 0		
493A	Baildon - N. 10	150 0 0	69	28 1 2
498	Bailiff Bridge B. 9	- - -	59	39 12 8
510	Balby and Hexthorpe N. 1	- - -	66	44 7 8
491	Baldersby - N. 2	- - -	45	20 17 4
499	Bankfoot, St. Matthew's N. 2	201 13 4	187	85 2 10
514	‡Bardsey, Endowed - N.			
516	Barmby Moor - - N. 1	277 0 0	53	30 8 2
517	Barmby-on-the-Marsh N.	*55 0 0		
510	‡Barmburgh N.			
489	Barnoldswick N. 4	*150 0 0		
	"	17 0 0	115	63 19 7
489	Barnoldswick W. 6	542 12 0	134	67 2 7
505	Barnsley - N. 7	140 8 2	190	97 12 0
505	Barnsley, Holyrood - R. 9	1,124 8 0	225 15	128 3 4
505	Barnsley, St. George's - N. 7	- - -	225 26	100 11 6
505	Barnsley, St. John's - N. 7	260 0 0	60	39 10 0

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
505	Barnsley, St. Mary's - N. 7	118 0 0	192	89 6 8
505	Barnsley - W.	444 0 0		
540	Barton - N. 4	310 0 0	60	20 8 0
514	Barwick-in-Elmet - N. 3	210 0 0	61	33 0 8
502	Batley, Carlinghow - N. 4	140 0 0	80	29 1 10
502	Batley (near Dewsbury) N. 4	676 0 0	92 6	22 11 10
502	Batley - - W. 9	616 17 6	200 76	93 1 4
502	Batley Carr N. 2	406 0 0	130	42 1 7
502	Battyeford - N. 11	- - -	90	35 12 4
502	Battyeford, Ch. Ch. (in Mirfield) - N.	332 0 0		
510	Bawtry - W. 4	- - -	64	31 1 4
535	Bedale - N. 4	188 0 0	113 23	42 11 0
523	Beeford - N.	42 10 0		
500	Beeston - N. 6	- - -	50	21 10 8
493A	Ben Rhydding Pres. 4	- - -	38	14 15 0
510	Bentley-in-Arksey - N.	57 0 0		
518	Beverley Beckside - N. 2	86 0 0	71	4 12 3
518	Beverley Minster, Boys - N. 2	300 0 0	144 28	63 10 8
518	Beverley Minster, Girls - N. 2	- - -	116	44 0 0
518	Beverley Minster, Infants 2	- - -	96	13 19 3
518	Beverley, North Bar Street - R. *a*			
518	Beverley, St. Mary and St. Nicholas' - N. 2	219 0 0	154	31 13 5
518	Beverley - W. 11	191 0 0	204	119 14 0
518	Beverley, Wood Street - N.	100 0 0		
499	Bierley - N. 1	- - -	137 25	69 0 0
499	Bierley, Sticker Lane - - N.			
533	Bilsdale, Lord Feversham's 6	- - -	43 8	26 6 6
494	Bingley - N. 7	79 0 0	217	129 19 10
494	Bingley - W. 5	826 0 0	310	193 6 10
526	Birdsall, Lord Middleton's 4	- - -	30	17 4 6
502	Birkenshaw N.	*120 0 0		
	" - "	328 7 6		
499	Birkenshaw, Hunsworth N. 5	314 4 0	23 10	16 13 4
499	Birstal - N. 1	393 18 6	154	83 15 10
499	Birstal - W. 9	345 15 0	190	88 13 2
492	Birstwith - Ch. 11	- - -	60	36 3 2
491	Bishop Monkton - - N. 2	72 0 0	40	15 15 7
515	Bishopthorpe, Archbishop of York's - N. 1	- - -	62	26 5 5
516	Bishop Wilton - - Ch. 1	- - -	27	12 1 0
498	‡Black Dike Mills, Even.			
506	Bolsterstone N. 11	200 0 0	51	25 16 3
499	Bolton (near Bradford) - N. 4	309 6 0	73	34 6 8
510	Bolton-on-Dearne - N.	54 0 0		
497	Boothbanks N. 1	- - -	67	34 11 0
514	Boston, Clifford, and Bramham - W. 3	168 17 6	75	39 1 3
514	Boston Spa - N. 11	355 0 0	98	45 17 10
499	Bowling, St. John's - N. 1	- - -	216	80 10 0
499	Bowling, St. Stephen's - N. 3	226 7 6	126 17	61 16 10
489	Bracewell - N. 3	52 19 0	31	15 9 0
499	Bradford, All Saints' - N. 3	- - -	189	84 6 0
499	Bradford, Borough, West B. 4	458 0 0	222	113 18 6
499	Bradford, Broomfield's Industrial -	763 0 0		
499	Bradford, Ch. Ch. - - N. 3	454 10 0	233	114 3 10
499	Bradford, Daisy Hill - N.	300 0 0		
499	Bradford, Low Moor - N. 3	- - -	159	92 5 11
499	Bradford, Hill Top, Low Moor, Inft. N. 3	255 10 0	121	65 10 0
499	Bradford, Manchester Road, Model Factory - - N. 3	1,975 0 0	406 20	252 13 9
499	Bradford, Messrs. Walker's Factory - - N. 3	- - -	398 14	235 2 9
499	Bradford, New Leeds - N. 1	357 0 0	139	59 15 10
499	Bradford, Richmond Terrace - W. 4	394 2 6	133	71 1 2
499	Bradford, St. Andrew's - N. 3	1,194 0 0	306 67	234 0 5
499	Bradford, St. James' - N. 3	- - -	307	178 5 9
499	Bradford, St. Jude's - N. 3	474 10 0	147	113 17 0
499	Bradford, St. Marie's - R. 9	- - -	387 129	286 10 1
499	Bradford, St. Patrick's - R. 10	622 0 0	323 225	281 12 6
499	Bradford, Stott Hill - N. 3	- - -	290	187 13 9
499	Bradford, Tong Street N. 3	- - -	53 13	31 17 2
499	Bradford, White Abbey - W.			
492A	Brafferton - N. 2	440 0 0	104	32 11 0
514	Bramham - Ch. 3	- - -	87	43 1 0

a School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
500	Bramley (Leeds) - N. 9	398 0 0	220	88 11 4
500	Bramley (Leeds) - W. 3	- - -	169	77 12 2
509	Bramley, Rotherham N.			
500	Bramley Whitcote - N.	125 0 0		
509	Brampton Bierlow - N. 5	- - -	180	77 3 6
518	Brantingham-cum-Elleker - - N. 2	70 0 0	57	36 0 4
526	Brawby - N.	66 0 0		
505	Bretton, Monk - N. 5	200 0 0	21	29 19 4
503	Bretton, West - N. 7	- - -	65	27 19 4
524	Bridlington N. 6	178 5 0	217	104 2 0
524	Bridlington, Infants - N. 6	400 0 0	76	35 3 0
524	Bridlington Quay, Ch. Ch. N. 6	330 0 0	93	37 19 10
524	Bridlington Quay, Inft. 6	- - -	79	37 19 10
524	Bridlington Quay - - B. *a*	*100 0 0		
524	Bridlington Quay - - W. 5	17 11 0	79	40 15 6
498	Brighouse - N. 4	*150 0 0	277	125 17 6
	" - "	369 7 6	45	
497	Brockholes - N. 6	*64 0 0	56	23 1 11
534	Brompton - B. 5	190 0 0	121	56 18 10
539	Brompton-on-Swale - N. 3	- - -	36	19 13 8
517	Broomfleet - N.			
489	Broughton - R. 9	- - -	22	11 4 0
489	Buckden - Ch. 3	- - -	29 / 8	19 9 10
526	Bulmer, Lord Carlisle's - Ch. 5	- - -	35	18 18 2
500	Burley, Leeds N. 5	353 0 0	151	65 10 2
493A	Burley in Wharfdale (Otley) - N. 10	30 4 10	82	39 5 6
493A	Burley Township - - B. *b*			
501	Burmantofts, St. Stephen's N. 6	559 0 0	177	62 5 2
535	Burneston, Endowed - N.	70 0 0		
497	Burnlee, Inft. N. 1	100 0 0	68	27 7 8
524	Burton Agnes, Boys - - N.	*48 0 0		
524	Burton Agnes, Girls - - N.			
518	Burton, Bishop - Ch. 2	291 0 0	54	20 10 0
536	Burton Constable - N.			
536	‡Burton Constable - R.			
526	Burythorpe - N.			
501	Buslingthorpe - N. 9	918 0 0	170	73 16 4
499	Buttershaw N. 2	- - -	178 / 18	97 13 6
	Calder Farm Industrial Reformatory.			
539	Caldwell - Ch. 3	- - -	20	5 5 7
499	Calverley - N. 4	- - -	95	39 2 11
499	Calverley, New, Infants - N.	270 0 0	45	18 11 11
499	Calverley - W. 2	- - -	66	32 19 4
510	Campsall Norton - Ch. 1	295 6 6	50	23 10 5
510	Cantley - N.	88 0 0		
510	Carcroft (in Owston) - N. 1	53 0 0	44	19 7 5
489	Carleton, Girls - - N. 4	- - -	70	11 18 6
513	Carlton - R. *c*			
536	Carlton in Coverham - N.	*55 0 0		
513	Carlton in Snaith - Ch. 3	- - -	108	55 19 6
528	Carlton Miniott - N.	73 10 0		
535	Carthorpe Village - 10	- - -	49	25 17 0
504A	Castleford - N.	*39 0 0		
504A	Castleford - W. 6	396 0 0	93	48 12 0
	Castle Howard Reformatory.			
522	Catwick - N. 2	45 0 0	45	26 5 0
518	Cave Cross, South - Ch. 2	- - -	30	18 0 0
517	Cave, North, Boys - - N. 2	- - -	45	28 1 4
517	Cave, North, Girls - - N. 2	- - -	74	40 4 6
517	Cave, North W.			
513	Cawood.			
506	Cawthorne - N. 8	- - -	79	47 16 0
498	Charlestown, St. Thomas' N. 10	452 0 0	237 / 128	131 10 8
497	Choppards in Holmfirth - N.	*80 0 0		
516	ChurchCattonP. 2	- - -	37	17 13 0
514	Church Fenton - - N. 1	*40 0 0		
	" " - "	12 0 0	44	22 3 1
488	Clapham - Ch. 3	- - -	70	35 1 4
499	Clayton - N. 2	627 0 0	200 / 20	94 7 8
499	Cleckheaton N. 1	*200 0 0	225	106 13 6
	" - "	367 12 0		
499	Cleckheaton B.	*175 0 0		
514	Clifford - N.			
514	Clifford, St. Edward's - R. 11	- - -	35	20 7 0
514	Clifford, St. Joseph's - R. 11	- - -	65 / 24	54 10 8
515	Clifton - N.	33 0 0		
532	Coatham - Ch. 4	- - -	103 / 13	56 15 2
498	Coley - - N. 12	225 0 0	115	69 13 8
498	Coley, North Owram, Infants - - Ch. 11	- - -	102	47 3 4

a School not existing. *b* Removed from inspection. *c* School discontinued.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
510	Conisborough, Infants - N.			
489	Coniston, Cold - - Ch. 3	- - -	40	25 14 2
489	Cononley - N. 4	110 0 0	55	32 16 4
519	Cottingham N. 11	*100 0 0	161 / 23	67 7 5
497	Cowcliffe and Netherovd N. 6	297 0 0	37	17 13 8
489	Cowling, Cross Hills - - N.	192 0 0		
534	Cowton, East N.	50 0 0		
527	Coxwold - Ch. 4	- - -	88	48 2 10
528	Crakehall - N. 3	- - -	64	33 13 6
527	Crayke - N. 4	- - -	46	24 9 4
503	Crigglestone Ch. 4	- - -	54	25 12 2
540	Croft - - N. 3	184 2 6	116	40 14 10
507	Crooke's Endowed - 7	- - -	172	70 7 0
497	Crosland, South - N. 1	*115 0 0	100 / 42	73 19 6
507	Cross Pool - N.			
495	Cross Stone N. 12	286 10 0	90 / 19	48 4 10
494	Cullingworth N.	152 0 0		
494	Cullingworth W. 6	722 0 0	130	73 6 8
491	Dallowgill - N. 2	- - -	26	19 19 4
539	Dalton-in-Kirby-Ravensworth - N.	*37 0 0		
	" " - "	45 0 0		
528	Dalton-in-Topcliffe - N.			
532	Danby - - N. 5	- - -	98	47 19 8
505	Darfield - N. 7	116 19 11	68	15 0 0
490	Darley - - B. 3	- - -	40	18 17 2
508	Darnall - N.	*144 0 0		
504A	Darrington - N. 5	234 0 0	57 / 3	29 2 4
506	Deepcar - N. 11	226 0 0	56	22 15 0
506	Denby - - N. 11	261 5 0	79	9 17 4
499	Denholme Gate - - N. 2	220 10 0	151 / 17	107 9 4
487	Dent - - N. 3	210 13 4	43	25 5 10
502	Dewsbury - N. 4	919 0 0	166	41 12 4
502	Dewsbury Moor - - N. 4	- - -	102 / 21	38 13 9
502	Dewsbury Moor, Sunday -	*110 0 0		
502	Dewsbury, West Town N. 4	670 18 6	171 / 17	57 13 8
491	Dishforth - N. 2	- - -	46	19 13 8
496	Doboross - Ch. 10	- - -	97 / 20	20 7 8
505	Dodworth, Town, Boys N. 7	- - -	126 / 10	43 17 4
505	Dodworth, Girls and Infants N. 7	253 9 4	90	41 12 8
510	Doncaster - N. 5	270 0 0	241	187 0 8
510	Doncaster - B. 4	*300 0 0		
	" - "	194 10 0	299	150 8 2
510	Doncaster, Ch. Ch. - N. 2	500 10 0	286	184 5 0
510	Doncaster (Gt. Northern Railway) - N. 5	- - -	430	243 6 10
510	Doncaster - R.			
489	Draughton - N. 3	100 0 0	29	12 3
523	Driffield, Great - N. 6	516 0 0	189 / 22	111 10
515	Dringhouses, St. Edward's N. 1	- - -	48	18 2
519	Drypool - Ch. 10	692 10 5	458	228 11
526	Duggleby - N. 5	- - -	43	26 19
515	Dunnington N. 1	- - -	71	28 7
492	Dunsforth - N.	209 0 0		
502	Earl's Heaton N. 2	314 15 0	92	41 5
521	Easington (Hull) - N. 11	281 2 0	56	26 10
532	Easington (Redcar) - N. 6	*28 0 0	50	25 17
527	Easingwold N. 4	94 10 0	80	37 9
527	Easingwold - W. 2	- - -	63	32 10
499	Eastbrook - W. 4	- - -	292	115 14
502	Eastoft - N.	82 10 0		
517	Eastrington N.	98 10 0		
474	Eastwood, St. Mary's - N. 4	432 0 0	124	73 17
493	Eccup - - N.	76 0 0		
507	Ecclesall - N. 7	*100 0 0		
	" - "	254 0 0	103	34 2
507	Ecclesall, Greystones N. *a*			
507	Ecclesall, Parsonage, Girls - Ch.			
506	Ecclesfield, Feoffees - 1	- - -	93	29 0
506	Ecclesfield, High Green B. 10	378 0 0	237	132 10
506	Ecclesfield, Parson Cross N. 8	147 18 9	80	32 6
506	Ecclesfield, Rawson's, Infants.			
506	Ecclesfield, Shire Green, Pismire Hill N. 1	205 8 0	65	31 17
499	Eccleshill - N. 2	196 4 5	83	38 15
498	Elland - N. 12	543 19 8	230	150 0
498	‡Elland Edge N.			
504B	Elmsall, South W. 6	323 10 0	66	34 8
505	Elsecar - N. 7	222 0 0	212 / 25	64 10
489	Embsay - N. 4	183 0 0	105	53 0
515	Escrick - N. 1	- - -	90 / 6	44 8
518	Etton - - N. 2	292 0 0	49	27 5
518	Etton, Inft. N.	91 0 0		
516	Fangfoss - N. 1	- - -	35	13 11
529	Farndale - Ch. 6	- - -	22	9 16
493B	Farnley - N. 5	336 0 0	159	81 18
500	Farnley Iron Works - N. 6	- - -	320 / 117	206 7
497	Farnley Tyas N. 4	- - -	72 / 12	30 14 7
499	Farsley, St. John's - N. 4	502 17 0	172	65 16
499	Farsley, Free Ch. - - W. 3	- - -	117 / 26	62 10

a Merged into Eccleshall N.S.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
525	Filey - - N. 6	- - -	77	32 16 0
525	Filey - - W. 5	663 0 0	108	61 4 10
524	Flamborough N. 6	100 0 0	68	26 2 0
503	Flockton - N. 7	300 0 0	85	46 11 4
503	Flockton (Manor House) B. *a*			
526	Foston - - N. 5	25 0 0	49	28 7 10
516	Friday Thorpe N.	26 0 0		
523	Frodingham North - N. 12	103 10 0	87	39 1 4
515	Fulford - N.	35 0 0		
515	Fulford, Boys 11	- - -	20	4 10 0
507	Fulwood - N.	45 0 0		
531	Fylingdales - N. 6	150 0 0	97	47 6 2
504A	Garforth - N. 10	- - -	83	40 16 4
504A	Garforth - W. 3	- - -	79	43 5 10
489	Gargrave - N. 3	260 19 8	161	72 5 11
489	Gargrave, St. Mary's - R. 9	- - -	35	17 10 3
487	Garsdale - N.	54 0 0		
512	Garthorpe - N. *b*			
523	Garton-on-the-Wolds Ch.			
505	Gawber Town Ch. 7	390 0 0	113 29	60 9 8
502	Gawthorpe - N.	171 16 8		
488	Giggleswick N. 2	125 0 0	95	44 3 4
500	Gildersome - N.	*73 0 0		
	" - "	33 0 0		
529	Gilling - N. 4	208 0 0	93	52 8 2
499	Girlington, St. Philip's N. 2	- - -	106	37 1 5
497	Golcar - N. 6	- - -	165	54 12 0
492	Goldsborough N. 11	- - -	28 6	13 7 5
502	Gomersall, Little - N. 1	170 0 0	155	67 15 2
512	Goole - - Ch. 4	- - -	50	*c*
512	Goole, St. John's - N. 4	371 5 0	191	84 15 2
512	Goole - - W. 11	- - -	134	44 1 2
489	Grassington - N. 4	183 11 6	67	39 0 0
493	Greenholme Mills - - B. 3	- - -	60 34	70 10 0
533	‡Greenhow and Bridge House Gate N.			
498	Greetland - W. 9	- - -	173	88 11 4
491	Grewelthorpe N. 2	*36 0 0	36	16 18 7
508	Grimesthorpe N. 10	- - -	47	19 14 10
522	Grimston - Ch. 11	215 0 0	35	17 10 6
514	Grimston (Lady Londesborough's) N. *d*			
479	Grindleton - N. 3	*30 0 0	33	14 6 10
531	Grosmont - N. 6	184 10 0	67	26 3 4
532	Guisborough (Providence) Ch. 4	261 0 0	196 10	47 7 6
493	Guisley - N. 7	*160 0 0	193	128 13 3
538	Gunnerside - W. 4	- - -	72	36 3 8
494	Hainsworth - B.	*40 0 0		
498	Halifax (Copley Factory) Ch. 11	- - -	237 35	174 3 6
498	Halifax, Great Albion St. B. 9	350 0 0	187	75 14 6
498	Halifax, Haley Hill Shed N. 11	- - -	528 203	347 10 10
498	Halifax (Orange St.) W. 9	816 0 0	211	108 2 10
498	Halifax (Queen's Head) N. 11	400 0 0	549 54	286 13 4
498	Halifax, St. James', Cross Hills - - N. 10	432 0 0	176	91 12 6
498	Halifax, St. James', Victoria St. - N. 10	*300 0 0	262 26	118 8 6
498	‡Halifax, St, John's - N.			
498	Halifax, St. Mary's - R. 10	- - -	85	14 13 9
498	Halifax, South-east Parish N. 11	513 0 0	439	242 2 0
498	Halifax, Holy Trinity - N. 11	- - -	160 16	80 6 8
507	Hallam, Upper B.	*30 0 0		
492	Hampsthwaite N. 11	307 0 0	78	37 3 4
508	Handsworth Woodhouse N.			
502	Hanging Eaton N. 4	204 0 0	54	20 10 3
493A	Harewood - N. 10	- - -	127	64 3 0
492	Harrogate, High - - N. 12	*100 0 0		
	" " "	202 0 0	116	52 11 8
492	Harrogate, Low, St. Mary's - N. 12	*50 0 0	60	25 19 6
492B	Harrogate - W. 7	- - -	47	11 2 9
436	Harthill, Endowed - Ch. 10	- - -	46	17 18 0
514	Haslewood - R. 11	- - -	31	17 6 6
537	Hawes - N.	151 0 0		
529	Hawnby - Ch.			
494	Haworth - N. 4	134 13 4	148 36	97 19 2
494	Haworth - B. *e*	*125 0 0		
494	Haworth - W. 5	250 0 0	170	112 4 10
500	Headingley Glebe, Girls N.	45 0 0		
500	Headingley Town - N. 6	233 0 0	122 12	51 11 2
503	Heath - P. 5	- - -	59	27 16 8
519	Hedon - N.	*90 0 0		
508	Heeley - N. 7	- - -	116	37 3 2
497	‡Helme - Ch.			
529	‡Helmsley - N.			
529	Helmsley, Lord Faversham's - N.			
529	Helmsley - W. 6	- - -	43	17 14 4
515	Heslington - N. 1	- - -	55	8 14 0
515	Hessay - N.	45 0 0		
519	Hessle - N. 2	283 0 0	67	36 19 2
531	Hinderwell - N.			
497	Holme Bridge N. 6	384 13 4	124	61 1 10

a School not existing. *b* School closed. *c* Grant refused under Article 52*d*.
d Inspection withdrawn. *e* Extinct.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
517	Holme (Lane End) - - B.	*60 0 0		
517	†Holme - - R.			
517	Holme - - W. 3	- - -	46	21 19 4
517	Holme on Spalding Moor N. 1	- - -	96	45 18 2
497	Holmfirth - N.			
497	Holmfirth, Hinchcliffe Mill - - W. 4	- - -	71	28 9 8
497	Holmfirth - W. 4	- - -	155	81 13 10
497	Honley - N. 6	513 0 0	270 / 35	147 7 4
502	Hopton, Upper - - Ch. 10	215 5 0	20	3 0 8
503	Horbury - N. 5	- - -	207	109 3 4
522	Hornsea - N. 12	200 0 0	90	44 7 6
493B	Horsforth - N. 6	433 12 6	197	119 6 10
493B	Horsforth Town, Infant - - 6			
499	Horton, Great N. 2	1,294 0 0	258 / 98	156 1 10
499	Horton, Great, High Street W. 4	1,250 0 0	262	185 12 8
517	Howden - W. 11	250 12 0	143	65 15 10
506	Hoyland - N. 12	- - -	165	74 5 0
506	Hoylandswaine N. 8	135 0 0	83	41 8 9
505	Hoyle Mill, Infants - N. 7	193 0 0	74	34 14 8
497	Huddersfield B.	*250 0 0		
497	Huddersfield, Buxton Road W. 9	- - -	51	22 0 10
497	Huddersfield, Longroyd Bridge - N. 6	- - -	258 / 37	123 6 8
497	Huddersfield, Northgate, Infants - N.	*170 0 0		
497	Huddersfield, St. John's, Hillhouse - N. 6	560 4 0	208 / 22	105 17 4
497	Huddersfield, St. Patrick's R. 10	- - -	178 / 62	129 18 6
497	Huddersfield.			
497	Huddersfield, St. Paul's - N. 6	711 0 0	422	191 12 2
497	Huddersfield, St. Peter's, (Seed Hill) N. 6	206 0 0	446 / 58	236 13 0
497	Huddersfield, Holy Trinity N. 6	82 10 0	189 / 19	108 5 8
520	Hull, Canning Street - R. *a*			
520	Hull, Edward Street (Dock Green Head) B.	*305 0 0		
520	Hull (Holderness Ward) B. 11	*200 0 0	254	124 12 10
520	Hull, Nautical 9	- - -	92	49 17 4
520	Hull - - U.			
520	Hull, Sailors' Orphan Sch.			

a Discontinued.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
520	Hull, Ragged Industrial -	1,277 0 0		
520	Hull, St. Charles' (Pryme St.) R. 10	1,085 0 0	300 / 27	149 14
520	Hull, St. James' - N. 9	908 10 0	114	51 9
520	Hull, St. John's - N. 9	529 0 0	335	142 17
520	Hull, St. Joseph's, - R. 10	- - -	166	80 16
520	Hull, St. Mark's - N. 9	1,097 0 0	289	124 7
520	Hull, St. Mary's, Infants N.	*187 0 0		
520	Hull, St. Mary's, Wilton Street - R. 10	925 4 0	151 / 87	112 4 10
520	Hull, St. Stephen's, Boys N. 9	396 10 0	180	90 4
520	Hull, St. Stephen's, Girls N. 9	541 0 0	147	70 8
520	Hull, St. Stephen's, Infs. N. 9	- - -	140	69 0
520	Hull, Salthouse Lane N. 9	470 0 0	290	125 5
520	Hull, Savings Bank - - B.			
520	Hull, Scott St. W. 11	- - -	90	46 0
520	Hull, Sculcoates, Ch. Ch. - - N. 9	474 0 0	235	112 17
519	Hull, Sculcoates, St. Mary's - N. 10	250 0 0	108	31 18
519	Hull, Sculcoates, St. Paul's, Boys N. 10	573 0 0		71 14 10
519	Hull, Sculcoates, St. Paul's, Girls Ch. 10	*100 0 0	265	
	,, ,, ,,	16 0 0		60 15 0
520	Hull (South Myton) - W. 11	759 4 0	485	229 6
520	Hull, Holy Trinity (Vicar Lane) - N. 9	940 0 0	213	85 17 10
520	Hull, Trippett, Industrial, Trinity Ch. 9	605 0 0	215	113 2 10
524	Hunmanby - P.	- - -	89 / 27	61 14
492A	Hunsingore - N. 11	- - -	57	23 14
515	Huntington - P.			
536	†Hunton - Ch.			
527	Husthwaite - N. 5	*40 0 0		
	,, - ,,	53 14 5	50	25 15 4
523	Hutton Cranswick - - N. 11	108 10 0	170	34 4 8
533	Hutton-in-Rudby - N. *b*	*80 0 0		
532	Hutton, Low Cross - - B. 11	640 0 0	68	32 14 8
526	Hutton's Ambo - N. 5	115 0 0	38	18 12 8

b Inspection declined.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Idle - - N. 1	300 0 0	185 44	113 16 6
499	Idle - - W. 1	- - -	166 47	113 6 6
533	Ingleby Arncliffe - - Ch. 4	- - -	48 18	31 10 8
488	Ingleton - N. 3	217 16 3	134	67 5 10
494	Ingrow - N. 4	311 2 0	225 16	142 4 4
494	Keighley - B.	*81 0 0		
494	Keighley - N. 4	*650 0 0	373	225 18 10
494	Keighley, St. Ann's - - R. 9	225 0 0	86 20	50 3 2
494	Keighley (Wesley Place) - W. 5	316 0 0	163	92 15 0
494	Keighley - W. 5	- - -	288	159 8 6
489	Kelbrook - N.	50 0 0		
515	Kexby - - N. 1	- - -	33	16 3 6
521	Keyingham - N.	*35 0 0		
528	Kilburn - N. 3	12 10 0	24	9 6 0
528	Kilburn - W. 6	- - -	46	26 5 2
489	Kildwick - N. 4	- - -	57	37 4 8
523	Kilham - N.	150 0 0		
492B	Killinghall - N.			
509	Kilnhurst - N. 2	*50 0 0	60	30 6 4
509	Kimberworth - N. 9	751 0 0	178	68 15 10
498	Kingcross, St. Paul's - N. 12	596 0 0	212	104 2 6
516	Kirby under Dale - - N.			
523	Kirkburn - N. 11	305 4 0	40	17 19 1
497	Kirkburton, Boys - N. 1	29 0 0	114 28	50 3 4
497	Kirkburton, Girls - N. 1	107 10 0	101	52 15 0
497	Kirkburton - W. 9	- - -	62 43	21 5 4
535	Kirkby Fleetham - - N.			
491	Kirkby Malzeard - - N. 2	190 0 0	77	51 8 5
530	Kirkby Misperton - N.	*50 0 0		
	" " "	112 0 0		
539	Kirkby Ravensworth - N.	40 0 0		
519	Kirk Ella - N. 2	335 8 0	76	24 15 0
497	Kirkheaton - N. 4	453 0 0	151 21	45 19 8
535	Kirklington P. 10	- - -	45	24 17 10
504B	Kirksmeaton N. 3	75 0 0		
500	Kirkstall, Infants - - N. 5	- - -	95	49 0 0
500	Kirkstall, St. Stephen's - N. 5	490 0 0	319 21	164 16 10
492	Knaresborough - N. 12	*135 0 0	298	135 14 8
	" - "	57 10 0		
492	Knaresborough, St. Mary's - R.			
504A	Knottingley N.	404 0 0		
533	Langbaurgh, West - - N. 4	116 7 6	138	75 10 6
488	Langcliffe - N. 3	- - -	70	39 5 4
523	Langtoft - N.	53 0 0		

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
534	Langton-on-Swale, Village.			
509	Laughton-en-le-Morthen, Endowed - N.	69 5 0		
517	Laxton - Ch. 1	- - -	50	31 17 6
493	Leathley - N. 10	- - -	31	17 8 2
526	Leavening - N.			
518	Leconfield - Ch. 2	130 0 0	25	12 10 10
501	Leeds, All Saints' - N. 9	490 0 0	172	66 15 6
501	Leeds (Basinghall Street) B. 3	- - -	148	67 5 6
501	Leeds (Carver St.), St. Mary's, Infants - - N. 9	101 0 0		
501	Leeds, Ch. Ch. - - N. 9	370 0 0	316	117 1 4
501	Leeds (Darley St.) - - W. 3	732 0 0	294	150 6 2
501	Leeds (EdgarSt.) B.	510 0 0		
500	Leeds, Holbeck, St. Matthew's N. 11	*250 0 0		
	" " "	404 6 0	93	38 15 4
500	Leeds, Holbeck - - W. 3	892 0 0	193	100 3 4
500	Leeds, Hunslet - - N. 6	662 16 9	378	131 9 10
500	Leeds, Hunslet, St. Joseph's R. 10	- - -	83	47 18 0
500	Leeds, Hunslet, St. Jude's, Pottery Fields - N. 6	950 0 0	236 27	119 2 0
500	Leeds, Little Holbeck (Marshall's Factory) - - N. 9	- - -	910 58	522 15 8
501	Leeds (Little London), St. Matthew's N. 5	*75 0 0		
	" " "	666 15 8	257	114 7 6
501	Leeds, Mill Street - B.			
501	Leeds, Newtown, St. Mary's - N. 5	561 6 8	300 26	141 12 6
501	Leeds (Pottery Fields) - W. 1	916 0 0	250	140 6 0
501	Leeds, Quarry Hill, St. Mary's, - N. 5	*120 0 0		
	" " "	228 14 0	233	104 13 0
501	Leeds, St. Andrew's - N. 9	611 0 0	286	138 8 8
501	Leeds, St. Andrew's (North Hall) N. 9	1,030 0 0	236	109 9 6
501	Leeds, St. Anne's - R. 10	- - -	164	49 9 9
501	Leeds, St. George's - N. 5	1,251 12 0	452 25	211 9 2
501	Leeds, St. James' - N. 5	500 0 0	164	49 4 6

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
501	Leeds, St. Luke's - Ch. 5	650 0 0	210	84 5 4
501	Leeds, St. Luke's (Sheepscar) - - N.	50 0 0		
501	Leeds, St. Marie's - R. 10	402 0 0	302	121 2 2
501	Leeds, St. Patrick's - R. 10	- - -	178	102 13 7
501	Leeds, St. Paul's - N. 9	434 5 0	234	94 7 8
501	Leeds, St. Peter's - N. 5	2,750 0 0	524	250 12 10
501	Leeds, St. Philip's - N. 11	518 6 8	228	94 14 0
501	Leeds, St. Saviour's - N. 6	*408 0 0	308	142 8 8
501	Leeds, St. Thomas' (Leyland's) - N. 6	505 0 0	138	38 7 0
501	Leeds (School Street) - W. *a*			
501	Leeds, Woodhouse, St. Mark's - N. 5	560 4 0	320	159 18 10
535	Leeming - N. 3	81 0 0	52	29 5 10
494	Lees - - W. 5	480 0 0	91	61 7 6
497	Lepton - N. 6	463 0 0	131 / 33	81 1 0
518	Leven - - B. 11	- - -	43	6 4 9
499	Lidgett Green B. 4	*100 0 0		
	" " "	12 16 7	167	90 2 4
499	Lidgett Green, Sunday - *b*	*101 0 0		
497	Lindley - N. 4	480 15 0	172 / 30	73 3 6
497	Lingards - N. 1	84 19 6	72	36 12 4
497	Linthwaite - N. 5	- - -	46	8 8 1
527	‡Linton-on-Ouse.			
502	Liversedge, High Town N. 2	142 0 0	157	67 2 6
518	Lockington - N.	81 0 0		
497	Lockwood - N. 6	*69 0 0		
	" "	679 16 4	176	67 19 8
503	Lofthouse, Ch. Ch., near Wakefield - N. 1	200 0 0	47	20 14 0
532	Lofthouse - P. 11	- - -	75	33 16 6
503	‡Lofthouse - W.			
516	Londesborough Ch. 2	- - -	40	22 6 8
497	Longwood, Infants - N.	150 0 0		
489	Lothersdale N.	40 0 0		
506	Lound - - N. 10	276 0 0	118	41 4 4
499	Low Moor - W. 6	- - -	132	52 0 7
498	Luddenden - N. 10	- - -	109	64 18 6
531	Lythe - - N. 6	- - -	69	37 7 0
509	Maltby - N. 2	29 0 0	67 / 8	29 7 8
526	Malton, New N. 5	400 0 0	162	79 18 2
526	Malton, New B. 3	- - -	99	55 18 4
526	Malton, New, Infants - B.	*150 0 0		
526	Malton, Old N. 4	- - -	96	54 11 10
540	Manfield - Ch.	275 0 0		
499	Manningham N. 1	1,046 0 0	303 / 47	165 12
514	Manston Colliery and District - Ch. 6	- - -	120	56 8
516	Market Weighton - - N. 1	184 0 0	136	64 17
497	Marsden - N. 8	805 0 0	194	91 19
532	Marsk - - N. *c*			
532	Marske, Zetland - - 11	- - -	105	47 2
514	Marston, Long - - N. 1	- - -	56	24 3
492	Marton-cum-Grafton - Ch.	227 2 2		
533	Marton-in-Cleveland, Capt. Cook's Memorial - 5	- - -	59	23 12
509	Masborough, Infants - N. 9	- - -	226	69 19
535	Masham (Charity) - N. 10	128 7 2	89	33 13
500	Meanwood - N. 9	- - -	131	36 15 1
500	‡Meanwood - W. *d*			
538	Melbecks - N. 3	341 0 0	64	35 15 1
539	Melsonby - W. 4	280 0 0	66	34 4 1
497	Meltham - N. 8	*52 0 0		
	" - "	110 0 0	151 / 41	85 19
497	Meltham Mills - N. 8	315 0 0	116 / 37	109 1 1
493A	Menston, St. John the Divine - N.			
504	Methley, Boys N.			
504	Methley, Girls N. 4	316 4 0	94	50 6
510	Mexborough N.	125 0 0		
541	Middlesborough-on-Tees - B. 11	*150 0 0		
	" "	498 13 4	218	75 12
541	Middlesborough-on-Tees, Infants - - B. 11	- - -	270	133 16
541	Middlesborough, St. John's, Barracks.			
541	Middlesborough, St. John's, Lower East St. - - N. 3	- - -	77	4 3
541	Middlesborough, St. John the Evangelist's N. 3	1,270 2 6	406 / 14	193 16
541	Middlesborough-on-Tees, South Bank - - N. 5	- - -	82	34 19
541	Middlesborough - W. 11	- - -	115	39 0
539	Middleton Tyas - - Ch. 4	- - -	78	9 13
504A	Milford, South P. 4	- - -	60	35 5
502	Millbridge - N. 2	344 5 0	206 / 20	94 14
516	Millington - N.	179 8 0		

a Inspection withdrawn. *b* Not used as a day school. *c* Inspection discontinued.
d School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
497	Milnsbridge N. 6	*100 0 0		
	" "	692 0 0	162	60 11 8
492	Minskip - Ch.	100 0 0		
502	Mirfield - P.			
502	Mirfield - W 4	- - -	160	84 11 2
504A	Monk Fryston - N. 4	486 0 0	114 9	39 10 4
499	Moor Bottom N. 10	150 5 0	146 44	83 16 2
502	Morley - N. 9	*75 0 0	105 30	61 7 4
502	Morley - W. 9	- - -	313	141 11 10
494	Morton, East N. 7	131 18 5	102	71 11 4
494	Morton, Riddlesden - N. 3	120 0 0	80	7 1 0
498	Mount Pellon, Ch. Ch. - N. 11	1,005 0 0	149	93 5 10
525	Muston - Ch.	199 0 0		
498	Mytholmroyd St. John's - N. 11	- - -	65	37 7 4
523	Nafferton - N. 5	243 4 5	51	23 5 0
523	Nafferton - W. 5	232 11 6	74	42 13 8
502	Neepsend - N. 7	745 4 0	245	79 2 8
523	Neswick - N.			
492A	Nether Poppleton - N. 1	60 0 0	40	12 0 9
518	Newbald - Ch. 2	- - -	99	39 19 8
517	Newby Hall (in Skelton) Ch. 10	- - -	58	22 10 0
519	Newland - N.	- - -	45	19 14 7
497	New Mill - N. 1	*95 0 0		
	" "	92 6 6	129	67 9 4
517	Newport - N. 2	- - -	63	18 14 6
492	Newsome - N.	*68 0 0		
479	Newton-in-Bowland - N.	81 6 8		
527	Newton-on-Ouse - N. 12	- - -	91	41 5 4
524	Newton (Wold) Ch. 5	- - -	41	21 11 8
529	Normanby - N.	80 0 0		
531	Northallerton N. 3	379 13 4	219 9	99 11 6
510	Norton - N.	52 0 0		
516	Nunburnholme N.	86 0 0		
529	Nunnington Ch. 4	- - -	28	14 1 2
499	Oakenshaw Ch. 9	- - -	55 22	27 10 10
494	Oakworth - N. 4	200 0 0	109	67 2 10
494	Oakworth, Infant - W. 6	- - -	69	9 9 2
494	Oakworth, Sykes' Head W. 6	257 0 0	108	74 2 4
532	Ormesby, North, Pennyman's - 4	- - -	109 7	48 10 0
534	Osmotherley N. 3	140 0 0	48	
502	Ossett, Infants.			
502	Ossett, South N. 4	613 0 0	191	
529	Oswaldkirk Ch. 5			
493	Otley - - N. 10	300 0 0	134	67 0 0
528	Otterington, South - Ch. 4	- - -	29	18 18 8
521	Ottringham Ch. 11	- - -	39	20 5 6
521	Ottringham W. 12	- - -	49	25 9 8
506	OughtibridgeN. 6	886 12 6	58	16 17 7
503	Oulton, St. John's - N. 10	- - -	104	49 3 0
492	Ouseburn, Great - Ch. 2	- - -	53	24 6 8
503	Outwood, St. Mary Magdalene's - N. 5	- - -	60	28 6 0
515	Overton - B.	70 0 0		
506	Owlerton - N. 6	88 16 8	67	16 8 0
498	Owram, North B.	200 0 0		
498	Owram, South N. 11	*125 0 0	131	63 0 10
521	Owthorne - N. 11	84 0 0	71	39 11 10
494	Oxenhope - N.	208 0 0		
490	Pateley Bridge, Glass House Mill - - W. 3	- - -	54	36 13 4
521	Patrington - N. 11	665 0 0	117	71 15 6
506	Penistone - N. 7			
530	Pickering - N. 6	363 0 0	131	58 19 0
530	Pickering - W. 5	560 0 0	89	36 8 8
528	Pickhill - N. 4	185 0 0	46	38 14 0
508	Pittsmoor - N. 7	*140 0 0		
	" "	281 5 0	418	146 7 11
516	Pocklington N. 1	631 0 0	147	64 8 10
516	Pocklington W. 3	171 2 6	74	40 0 0
512	Pollington - N. 4	- - -	58	27 15 0
504A	Pontefract (Giris) - N. 6	44 2 0	72	*a*
504A	Pontefract, All Saints' N. 6	117 0 0	63	26 8 7
504A	Pontefract, St. Joseph's R.			
504A	Pontefract, The Grange, St. Mary's R..			
504A	Pontefract - W. 6	*250 0 0		
	" "	108 0 0	273	147 15 6
499	Pudsey, Far Town - N. 10	200 0 0	82	36 13 6
499	Pudsey, Low Town - N. 10	260 0 0	118	51 13 0
498	Raggals - N. 10	- - -	86	53 2 8
497	Rashcliffe, Infants.			
527	Raskelfe - P. 4	- - -	62	28 9 4
498	Rastrick and Brighouse - B. 9	*150 0 0	207	103 9 10
488	Rathmell, Endowed - N.			
539	‡Ravensworth N.			
512	Rawcliffe - W. *b*			
509	Rawmarsh, Endowed Free Grammar - 6	250 0 0	111	*a*
509	Rawmarsh, Infants - N.	*54 0 0		
532	Redcar, Earl of Zetland's B. 11	523 0 0	115	59 18 8
508	Redhill - W. 10	- - -	370	160 13 6
538	Reeth, Low Row - - W. 4	- - -	91	35 8 6

a Grant refused under Article 52*d*.

b School given up.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
538	Reeth, The Friends - - 4	- - -	138	*a*
538	Reeth - - W. *b*			
539	Richmond - N. 4	*50 0 0		
	" "	269 15 0	133	73 6 6
539	Richmond, Corporation School - - 4	- - -	69	30 6 8
539	Richmond, Infants.			
539	Richmond - R. 11			
539	Richmond - W. 4	- - -	66	24 0 0
526	Rillington - N. 3	87 0 0	94	41 16 2
492B	Ripley, Infants N. 11	- - -	18	10 12 6
491	Ripon, Cathedral, Boys - N. 2	238 7 6		
491	Ripon, Girls N. 9			
491	Ripon, Holy Trinity - N. 9	*147 0 0		
	" "	97 0 0		
491	Ripon, St. Wilfred's - R. 11	- - -	58	27 3 7
491	Ripon - - W. 3	- - -	74	24 16 10
498	Ripponden - N. 11	206 0 0	133	75 14 9
522	Rise - - N. *c*			
502	Robert Town N.	280 0 0		
531	Robin Hood's Bay - - N. 6	- - -	32	17 18 4
490	Rocking - N.			
492A	Roecliffe - N. 2	- - -	37	12 11 11
521	Roos - - N. 11	- - -	125	49 18 8
509	Rotherham - N. 9	719 8 4	465	193 18 5
509	Rotherham and Masboro' B. 10	*349 0 0	215	105 17 0
509	Rotherham - W. 10	877 0 0	211	90 18 10
500	Rothwell - N. 10	488 15 0	226	104 14 6
534	Rounton, West N.			
505	Roystone - N. 5	150 0 0	73 11	32 15 6
524	Rudston - N. 5	300 0 0	58	32 6 8
489	Rylstone District - - N.	75 0 0		
496	Saddleworth P. 6	- - -	155 54	96 18 0
489	Salterforth - N. *d*	54 0 0		
498	Salterhebble, All Saints' N. 11	444 0 0	87	45 3 10
516	Sancton - R. 11	- - -	31	15 2 7
503	Sandal Magna, Girls - - - 5	- - -	74	37 0 4
525	Scalby - - N. 6	180 6 6	69	37 7 6
497	Scammonden N. 6	50 0 0	37 8	20 1 0
526	Scampston - N.			
525	Scarborough N. 6	*85 0 0		
	" "	1,418 0 0	328 14	142 10 10
525	Scarborough W. 5	753 0 0	158	79 2 0
499	Scholes - N. 10	140 17 6	105 48	73 12 2
497	Scissett, or High Hoyland - - N. 8	416 0 0	193	90 6 8
497	Scissett, Old N. 7	- - -	44	17 3 8
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
535	Scruton - N. 3	220 0 0	19	11 0 6
500	Seacroft - N. 9	258 0 0	108	46 10 0
487	Sedbergh - N.	130 0 0		
487	Sedbergh - B. 5	260 10 0	101	43 9 10
513	Selby, Abbey Church - N. 4	1,009 10 9	249 36	132 8 8
513	Selby Grey Coat. - - *e*			
513	Selby - - W. 3	- - -	167	82 0 2
528	Sessay Village - 3	- - -	44	23 6 8
488	Settle - - N. 2	- - -	88	50 18 8
526	Settrington - N. 4	- - -	66	41 16 0
500	Shadwell - N.	56 0 0		
503	Sharlston, Mixed - - 5	- - -	69 20	37 19 10
491	Sharow - N. 2	264 11 6	74	44 3 0
508	Sheffield, Norfolk Street - W. 2	*250 0 0		
508	Sheffield, Brunswick W. 10	- - -	198	93 13 8
508	Sheffield, Central (Carver Street) - N. 7	- - -	302	88 4 6
508	Sheffield, Ebenezer - - W. 10	- - -	202	85 8 2
508	Sheffield, Moorfields - - N. 6	- - -	81	19 5 3
508	Sheffield Park, St. John's - N. 7	346 6 8	297 27	119 13 2
508	Sheffield Park W. 10	538 0 0	212	89 14 5
508	Sheffield, St. George's - N. 6	1,393 0 0	448	152 16 8
508	Sheffield, St. Jude's - N. 6	623 5 0	213	61 7 0
508	Sheffield, St. Luke's - N.	700 0 0		
508	Sheffield, St. Marie's - R. 9	*350 0 0	284	116 0 2
	" "	172 10 0		
507	Sheffield, St. Mary's - N. 7	499 7 2	458	155 14 3
508	Sheffield, St. Mary's, Infants - - N. 7	459 0 0	116	35 13 10
508	Sheffield, St. Mary's (Sheaf Gardens) - R.	974 10 0		
508	Sheffield, St. Paul's - N. 6	230 0 0	249	72 13 8
508	Sheffield, St. Peter's - N. 6	600 0 0	335	104 11 9
508	Sheffield, St. Philip's - N.	260 0 0		
508	Sheffield, St. Stephen's - N. 6	930 0 0	275	87 3 1
508	Sheffield, St. Vincent of Paul's - R. 9	842 15 0	474	233 11 0
508	Sheffield, St. William's - R. 9	- - -	80	29 3 2
498	Shelf - - Ch. 2	318 12 6	96	62 5 0
498	Shelf - - B.	*80 0 0		
497	Shepley, St. Paul's - N. 6	166 1 0	71 20	42 5 0
514	Sherburn - N. *c*			

a Grant refused under Article 52*d*.
b School given up.
c Inspection declined.
d School closed.
e Merged into Selby Abbey Church School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
526	Sheriff Hutton N. 5	- - -	64	30 7 0
526	Sheriff Hutton W. 2	20 10 0	50	25 3 6
498	Shibden - Ch.			
499	Shipley - B. *a*	*60 0 0		
499	Shipley, St. Paul's - N. 3	765 0 0	179 41	113 12 6
515	Shipton, Church S. - 4	- - -	79 19	33 10 0
492c	Sicklinghall - 4			
522	Siggiesthorne N. 12	14 0 0	54	27 14 8
506	Silkstone, Boys Ch. 8	- - -	91	43 12 1
506	Silkstone, Girls and Infants Ch. 8	237 0 0	84	37 9 8
489	Silsden - N. 4	*50 0 0	82	32 6 8
489	Silsden - W. 4	337 0 0	120 51	79 6 8
539	Skeeby in Easby - N. 3	- - -	41	16 5 2
497	Skelmanthorpe W. 4	- - -	53	26 17 0
515	Skelton - N. 1	- - -	45	16 3 4
532	Skelton (Redcar) - - N. 5	- - -	58	31 1 6
524	Skipsea - N. 11	75 0 0	48	23 13 6
524	‡Skipsea - W.			
489	Skipton - N. 4	- - -	150	50 1 4
489	Skipton - B. 6	415 0 0	146	80 6 8
489	Skipton, Ch. Ch. - - N. 4	88 15 0	76 25	35 19 2
489	Skipton, St. Stephen's - R. 9	- - -	146 53	84 19 10
489	Skipton - W. 6	- - -	86	44 10 10
522	Skirlaugh - N. 12	254 11 1	63	34 10 10
497	Slaithwaite, Lower - N. 1	283 0 0	126 102	90 1 9
497	Slaithwaite, Old, Free - -	132 0 0		
497	Slaithwaite, Upper - N.	200 12 0		
497	Slaithwaite, West - - N.	360 0 0		
523	Sledmere - N.			
531	Sleights, Eskdaleside and Ugglebarnby N.	*55 0 0		
	„ „	37 0 0		
526	Slingsby - Ch. 5	- - -	38	19 7 10
526	Slingsby, Girls Ch. 5	- - -	38	5 5 3
525	Snainton - N.			
512	Snaith - W. 11	334 0 0	90	43 17 8
498	Sowerby Bridge N. 11	*245 0 0		
	„ „	40 0 0	252	150 9 4
498	Sowerby Bridge W. 9	- - -	136	78 12 4
498	Sowerby Chapelry District N. 11	718 0 0	183	115 2 11
528	Sowerby, near Thirsk N.	10 0 0		
498	Sowerby, St. George's - N. 11	291 6 8	193 16	108 12 10
498	Sowerby, St. Mary's - N. 11	- - -	164	89 14 4
498	Sowerby, Triangle - N. 11	409 0 0	93 15	48 5 0
517	‡Spaldington Village - Ch.			
536	Spennithorne Ch. 10	- - -	63	35 9 8
492	Spofforth - N. 11	174 15 0	63	29 5 6
505	Stainborough, Hood Green N.			
531	Staithes - N.	100 0 0		
491	Stanbury-in-Haworth - N. *b*	87 0 0		
503	Stanley, St. Peter's - N. 5	257 0 0	95	46 1 4
500	Stanningley, St. Thomas' N. 10	266 0 0		
506	Stannington N. 11	52 10 0	57	28 8 6
506	Stannington, Hollow Meadow - -	212 0 0		
543	Startforth - Ch. 3	4 12 6	50	25 5 8
492a	Staveley - N. 9	70 10 0		
515	Stillingfleet N. 1	- - -	53	21 16 1
527	Stillington - N. 4	- - -	74	43 3 10
527	Stillington - W. 2	- - -	41	23 0 4
515	Strensall - N. 4	- - -	40	*c*
492	Summer Bridge W. 3	- - -	49	27 19 8
521	Sunk Island P. 11	130 0 0	29	11 2 0
519	Sutton - - B. 12	- - -	52	20 2 10
516	Sutton-in-Derwent - N. 5	40 0 0	43	24 18 8
489	Sutton-in-Kildwick - N. 4	418 0 0	142	98 18 4
519	Sutton, St. James' (Hull) Ch. 11	325 0 0	88	44 2 0
512	Swinefleet - N.	90 0 0		
512	Swinefleet - W. *d*			
509	Swinton - N. 4	466 10 8	177	74 12 1
491	Tanfield, West N. 2	- - -	36	23 5 1
506	Tankersley - N. 2	- - -	105	45 12 10
500	TempleNewsam - - N. 4	125 0 0	148	59 16 0
528	Thirkleby - Ch. 4	- - -	39	22 16 0
528	Thirsk - - B. 3	*125 0 0		
	„ „	130 0 0	131	59 17 4
515	Thorganby with Cottingwith - Ch. 1	- - -	44	18 15 0
541	Thornaby - N. 3	319 19 0	204 54	124 18 3
514	Thorner - N. 10	- - -	34	24 18 8
514	Thorner - W. 2	- - -	56	29 8 4
503	Thornes, Mr. Gaskell's - 6	- - -	84	43 4 6
503	Thornes Lane N. 7	228 0 0	170 26	92 9 0
502	Thornhill Lees N. 4	615 0 0		
499	Thornton - N.	35 0 0	148	52 13 10

a School discontinued. *b* Closed in 1863. *c* Grant refused under Article 52*d*. *d* Extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
530	Thornton-Dale N. 6	- - -	66	34 11 6
488	Thornton-in-Lonsdale - N. 3	- - -	38	*a*
528	Thornton-le-Moor - - Ch. 4	90 0 0	24	3 19 3
509	Thorpe Hesley N. 10	*147 0 0	87	48 10 2
509	Thorpe Hesley W. 10	- - -	44	20 2 8
436	‡Thorpe Salvin N.			
506	Thurgoland N. 5	160 0 0	101	41 19 6
506	Thurlstone - Ch. 5	- - -	124 / 35	60 4 10
497	Thurstonland, Endowed - P. 6	108 8 0	50	40 0 0
510	Tickhill, Infants - - Ch. 3	- - -	112	53 13 6
518	Tickton - N.	64 0 0		
493	Timble, Great B.	*22 0 0		
509	Tinsley Park, Colliery - 10	- - -	92	48 17 8
527	Tollerton - W. 2	400 8 0	108	40 13 8
528	Topcliffe - N. 10	- - -	38	23 10 10
539	Tunstall - Ch. 3	- - -	45	5 2 1
514	Ulleskelf - Ch. 1	- - -	41	22 10 2
532	Upleatham, Zetland - B. 11	- - -	31	15 2 10
506	Wadsley - N. 6	*152 0 0		
	,,	120 0 0	129	36 13 4
510	Wadworth - N. 1	83 13 4	48	22 19 7
503	Wakefield, All Saints', Boys - - N. 8	9 14 8	61	22 8 4
503	Wakefield, All Saints', Girls - - N. 8	- - -	129	58 1 0
503	Wakefield, Green Coat N. 7	- - -	121	44 0 0
503	Wakefield, Lancasterian 6	89 13 4	240	127 10 6
503	Wakefield, St. Andrew s N.	415 0 0		
503	Wakefield, St. Austin's R. 10	750 0 0	339 / 130	106 7 10
503	Wakefield, St. Mary's - N. 7	375 0 0	93	40 1 8
503	Wakefield, West Riding Reformatory.			
503	Wakefield, Holy Trinity N. 8	225 0 0	232 / 20	108 2 6
503	Wakefield - W. 6	500 0 0	225	97 8 5
507	Walkley, St. Mary's - N. 7	- - -	67	18 17 11
514	Walton - N. 11	- - -	39 / 24	25 15 0
503	Walton (Wakefield) - - N. 5	- - -	69 / 53	56 10 2
523	Wansford, Great - N.			
503	Warmfield - B.	*50 0 0		
510	Warmsworth N. 1	- - -	49 / 12	41 7 2
516	Warter - Ch. 1	- - -	36	16 11 6
509	Wath-upon-Dearne, Infants - - N. 5	279 0 0	82	38 14 11
523	Weaverthorpe N. 5	- - -	79	43 14 2
493A	Weeton - N. 10			
526	Welburn - N. 5	- - -	54	27 12 6
534	Welbury - Ch. 3	- - -	27	13 7 8
526	‡Welham Bridge - Ch. *b*			
519	Welton - N. 2	- - -	98	57 18 8
509	Wentworth - N. 12	- - -	123	60 19 4
509	Wentworth (Barrow) Ch. 12	- - -	95	38 14 8
509	Wentworth, Park Gate - N. 10	- - -	168 / 21	85 15 4
503	WestgateCommon - - N. 8	158 15 0	95 / 43	58 11 0
488	Westhouse - N.	15 12 0		
508	Weston, near Sheffield - N. 7	- - -	58	37 8 4
526	Westow - N. 5	- - -	77	38 7 0
492	‡Wetherby - N.			
492	Wetherby - W. 3	- - -	78	42 1 2
523	Wetwang (Lady Sykes').			
509	Whiston - N. 12	*75 0 0	76	31 10 9
531	Whitby - N. 6	290 0 0	160	86 12 0
531	Whitby - B. 5	171 8 6	160	65 10 11
531	Whitby - W. 5	- - -	138	67 14 6
502	Whitley, Lower N. 10	- - -	63	35 16 0
526	Whitwell - Ch. 5	- - -	44	22 10 10
504A	Whitwood Colliery - 11	- - -	150 / 21	78 11 10
504A	Whitwood Mere - - N. 3	103 10 0	69	25 19 7
492	Whixley - Ch. 11	- - -	62	22 10 0
533	Whorlton - P.	347 0 0		
508	Wicker, Holy Trinity - N. 7	952 3 4	410	148 6 2
509	Wickersley - N. 12	360 0 0	42	21 0 0
515	Wigginton - N.	*40 0 0		
488	Wigglesworth, Clark's Endowed.			
492C	Wighill - N. 11	- - -	42	25 0 0
499	Wilsden, Infants - - N. *c*	*60 0 0		
499	Wilsden - W. 5	332 18 0	119	80 4 6
499	Windhill - Ch. 3	478 0 0	87 / 36	60 8 0
499	Windhill - W. 4	646 0 0	161 / 21	89 12 10
522	Withernwick N.	55 0 0		
536	‡Witton, East Ch.			
536	Witton, West N. 10	- - -	56	27 4 8
505	Wombwell - N. 5	147 14 0	129	59 4 2
504A	Womersley - N.	209 0 0		
497	Woodhouse, Ch.Ch. Huddersfield - N.	*150 0 0		
518	Woodmansey and Thearne N. 2	276 15 0	49	29 16 6

a Grant refused under Article 52*d*.
b School closed and children transferred to Spaldington N.S.
c School closed in 1863.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
493B	Woodside (Horsforth) N. 6	220 0 0	127	46 13 9
505	Woolley - Ch. 4	- - -	25	2 8 10
506	Worrall - N.	101 0 0		
505	Worsborough Dale - - N. 5	169 0 0	108	56 16 8
505	‡Worsborough, Grammar.			
500	Wortley, New N. 5	521 19 9	338	111 6 0
500	Wortley, New, Zion - - B. 1	- - -	275	152 1 7
500	Wortley, Old N.	*55 0 0		
506	Wortley (near Sheffield) - N. 11	- - -	84	43 16 8
504B	Wragby - N. *a*	-		
503	Wrenthorpe N.	100 0 0		
517	Wressle - P.	144 0 0		
499	Wyke (Brighouse) - N. 2	- - -	118	54 3 4
525	Wykeham - N. 6	- - -	38	21 14 2
516	‡Yapham - N.			
541A	Yarm, Poor - R. 11	- - -	26	10 9 0
493B	Yeadon - N. 9	272 0 0	43	16 19 0
493B	Yeadon, Upper N. 9	- - -	130	44 13 2
526	Yedingham - N.	*12 0 0		
515	York, Aldwark N. 11	- - -	91	75 17 1
515	York, All Saints and St. Peter's the Little - N. 11	- - -	40	12 1 4
515	York, Bishopgate - - N. 11	11 6 8	205	75 19 0
515	York, Bishophill - - B. 2	- - -	101	50 17 2
515	York (Hope Street) - B. 2	- - -	484	273 0 0
515	York, Industrial Ragged.			
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
515	York, Manor House - N. 10	42 0 0	119	85 5 11
515	York and Ripon Model - - 5	- - -	84	34 1 9
515	York and Ripon, Male Practising - 5	100 0 0	99	56 2 4
515	York and Ripon, Female Practising.			
515	York, Micklegate, Trinity, Boys - - N. 11	*125 0 0		
	,, - ,,	102 6 0	131	55 2 8
515	York, Micklegate, Trinity, Girls (District) - N. 11	176 10 0	163	91 1 11
515	York Priory Place - - W. 2	1,691 0 0	379	199 16 0
515	York, St. Cuthbert's N. 11	- - -	145	73 10 8
515	York, St. George's, Boys - - R. 11	- - -	298	140 16 4
515	York, St. George's, Girls - - R. 11			
515	York, St. George's - W. 2	1,546 9 6	255	126 2 6
515	York, St. Thomas' - N. 10	493 0 0	163	101 1 9
515	York, Walmgate, St. Margaret's - N. 11	358 10 0	276	201 14 7
	Yorkshire Reformatory R.			

WALES.

	ANGLESEA.	£ s. d		£ s. d.
623	Aberffraw - P. 5	285 2 0	88	43 4 0
623	Amlwch - N. 5	- - -	147 18	66 9 1
623	Amlwch - B. 5	1,146 0 0	186 39	87 9 6
621	Beaumaris - P. 3	- - -	181 26	69 6 0
623	Bodedern - N. 5	- - -	63	10 10 0
621	Bodlondeb Pentraeth - N. 5	148 17 6	65	30 6 2
623	Bryngwran - N. 5	- - -	58	24 16 2
623	Cemaes - B. 5	209 11 4	80	35 15 2
620	Dwyran - B. 3	- - -	47	5 17 1
621	Gaerwen - N. 5	171 0 0	69	36 0 10
621	Gaerwen - B. 5	- - -	69	10 12 6
623	Gwalchmai - N. 5	*30 0 0		
	,, - ,,	90 0 0	43	24 11 2
623	Gwalchmai - B. 5	240 0 0	53	3 7 6
	ANGLESEA—*cont.*	£ s. d.		£ s. d.
623	Henegiwys - B.	18 0 0		
623	Holyhead - B.	*b* *37 0 0		
623	Holyhead - B. 5	744 19 0	433	230 16 0
623	Holyhead, Penrhos-y-Falew - N. *c*	70 6 3		
623	Holyhead Town - - N. 5	993 12 0	258 8	140 2 0
623	Llanallgo - N.	75 0 0		
623	Llanbadrig - Ch.			
621	Llandegfan - N. 5	- - -	64	33 17 8
623	Llandeusant and Llanbabo - - N. 5	164 0 0	80	42 15 6
621	Llandysilio - N. 6	149 0 0	101	44 8 2
621	Llanedwin, (Duchess of Kent's) - N. 5	- - -	86	24 7 3

a Inspection declined.
b Repaid 19th February 1846.
c School pulled down and proceeds given towards erecting Holyhead New Town School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	ANGLESEA—*cont.*	£ s. d.		£ s. d.
623	Llanerchymedd N. 6	- - -	74	32 6 2
623	Llanerchymedd B. 5	857 0 0	115	43 14 8
623	‡Llanfachreth B.			
633	Llanfihangel-yn-howyn - N.	136 8 0		
623	Llangefni - N. 5	279 10 0	81	47 15 4
623	Llangefni - B. 5	262 4 0	95	38 13 2
620	Llangeinwen N. 6	- - -	40	12 8 11
620	Llangeinwen B.	180 0 0		
621	LlangristiolusN. 5	56 0 0	89	26 13 4
623	Llanrhyddlad B. 5	210 0 0	43	15 11 7
623	Llanrhyddlad N.	208 0 0		
623	Llantrisant - P. 5	- - -	17	*a*
623	Llanvaelog - N. 5	121 0 0	50	23 7 6
623	Marian Glas B. 5	165 0 0	72	36 10 2
621	Menai Bridge B. 5	286 5 0	105	50 18 2
621	Penmon and Llangoed - N. 5	133 0 0	74	33 19 8
623	Penrhos Lligwy Ch. 5	- - -	59 / 14	14 10 0
623	Pensarn - N.	*40 0 0		
621	Pentraeth - B. 4	214 12 6	101	39 1 2
623	Rhosybol - B. 5	232 0 0	87	53 8 4
623	Trevdraeth and Llangadwaladr N. 5	505 0 0	78	40 14 4
	BRECONSHIRE.			
584	Abercrave - N.	144 10 0		
599	Abergwessin 11	99 10 0	34	15 9 2
601	Beaufort - B. 11	- - -	270	92 4 4
601	Beaufort, Dr. Bevan's - B. *b*			
600	Brecon - - U.			
600	Brecon, St. David's - N. *c*	*73 0 0		
600	Brecon, St. John's (Pendre) N. 10	- - -	88	37 9 4
600	Brecon, St. Mary's - N. 10	224 2 6	129	51 17 8
601	Brynmaur - B. 11	83 6 8	269	140 6 3
600	Castle Madoc B. 11	84 0 0		
600	Cathedine - N. 10	- - -	55	25 17 8
582	Cefn - - B. 4	- - -	263	104 0 0
601	Crickhowel - N. 10	- - -	80	35 10 6
587	‡Cwmtwich - N. *d*			
587	‡Cwmtwich, Charity - *d*			
600	Devynnock (Sir J. Davey's) Endowed - 10	100 6 8	42	17 13 4
602	Glasbury - P. 10	- - -	44	24 11 8
599	Gwenddwr - Ch. 10	- - -	43	12 13 11
602	Hay - - N. 10	65 13 0	99	44 11 10
600	Llandefaelog-fach - N. 10	141 0 0	16	6 18 6
601	Llanelly - N. 10	*50 0 0		
	„ - „	92 3 6		
595	Llanfihangel-nant Bran N.	91 10 0		
600	Llanfrynach Ch. 10	86 18 0	51	25 17 0
	BRECON—*cont.*	£ s. d.		£ s. d.
599	Llangamarch N. *e*			
600	Llangasty-ta-by-lynn - N. *e*			
601	Llangenny - N.	74 0 0		
601	Llangynidr - Ch. 10	- - -	92	45 7 8
602	Llanigon - N.	*30 0 0		
600	Llanspythid N.	74 5 0		
602	Llyswen - N. 10	134 0 0	29	15 1 2
600	Llywell - Ch. 10	226 5 0	63	31 18 10
602	Talgarth - Ch. 10	- - -	50	26 2 10
602	Talgarth - B. 11	170 0 0		
600	Talybont - N. 10	189 7 6	96	46 13 0
600	Trallong - N. 10	183 12 0	38	18 6 6
600	Trecastle - B. 11	- - -	78	43 14 10
601	Trevil - - B. 11	- - -	31	16 6 10
582	Vaynor Gamp-ontysticcill - N.	74 5 0		
584	Yniscedwyn (Iron Works) - -	375 0 0		
584	Ystradgunlais N. 10	150 0 0	122	47 8 10
584	Ystradgunlais B. 6	- - -	94	53 15 5
	CAERMARTHEN.			
589	Abergwili - N. 6	*80 0 0	102	45 9 2
588	Amman Iron Works - B. 7	- - -	119	64 17 6
588	Bettws - N. 5	83 0 0	41	3 19 1
	‡Blaen-y-coed B.			
586	Bryn - - B. 8	104 12 6	68	38 1 8
588	Brynlloi (Bettws) B. 7	- - -	87	23 1 8
589	Caermarthen, St. David's Practising - 6	921 0 0	364	194 17 10
589	Caermarthen, Lancasterian 7	626 0 0	292	155 9 5
587	Capel Cynfal N.	123 0 0		
594	Capel Evan - B.			
588	Cross Inn - B. 7	- - -	77	32 11 10
588	Cwmamman N. 6	- - -	36	6 13 6
588	Cwmdu - N.			
587	Cwmdur - N. 11	174 2 6	28	12 19 11
590	Cwmfelinboeth N. 6	- - -	45	22 3 8
583	Cwm Ivor - B. 7	- - -	44	20 14 2
586	Dafen (Tin Plate Works) N. 5	- - -	161 / 42	108 6 8
586	Felinfoel - B. 8	27 5 0	129	73 12 10
586	Felinfoel, Trinity N. 11	- - -	66	29 13 10
589	Ferryside, St. Thomas' - P. 6	404 0 0	43	16 9 10
595	Ffaldybrenin B. 7	- - -	42 / 24	32 2 4
586	Gwendraeth (Pont-y-berem) Iron Works 8	- - -	60	43 6 8
587	Gwynfe - B. 7	- - -	52	27 19 0
594	Kenarth - N.	*32 0 0		
586	Kidwelly - N. 11	- - -	35	11 14 2
586	Kidwelly - B. 7	297 0 0	100	59 4 6

a Grant refused under Article 52*d*.
b Amalgamated with Beaufort B.S.
c School pulled down.
d School not existing.
e Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
589	Laugharne - N. 6	- - -	108	24 3 8
589	Llanarthney N. 11	- - -	39	16 9 2
590	Llanboidy - N. 11			
589	Llandarog - N. 6	198 13 4	75 / 6	42 11 0
589	Llandefeilog N.	225 19 6		
589	Llandefeilog Idole - - B.	11 10 7		
588	Llandilo-faur N. 5	- - -	142	69 14 2
588	Llandilo, Tabernacle B. 7	- - -	67	33 17 4
587	Llandovery - N. 5	300 0 0	145	70 12 4
587	Llandovery - B. 7	370 10 0	205	111 0 4
588	Llandybie - N. 5	130 0 0	77	39 12 4
588	Llanegwad - N. 6	- - -	60	29 17 6
586	Llanelly - B. 8	325 0 0	349	192 4 10
586	Llanelly, Five Roads - - B. 7	108 0 0	44	28 16 0
586	Llanelly, Infants - - B. 8	212 0 0	138	68 12 6
586	Llanelly - N. *a*	*200 0 0		
586	Llanelly (Copper Works) - B. 8	- - -	352	182 0 2
586	Llanelly, New Dock - - B. 8	- - -	115	67 6 10
588	Llanfihangel Aberbythic N. 5	- - -	91	45 1 10
589	Llanfihangel Uwch Gwili N.	50 0 0		
587	Llangadock, Bethlehem B. 7	- - -	48	28 1 8
587	Llangadock - B. 7	73 10 0	58	30 16 6
588	‡Llangathen - N.			
594	Llangeler - N.	100 0 0		
589	Llangendeirne P. 6	- - -	75	37 8 4
586	Llangennech Ch. 5	134 10 0	102	49 7 2
589	Llanllwch - N. 6	6 2 0	45	25 16 4
586	Llannon - N. 5	33 0 0	40	17 14 0
589	Llanpumpsaint - B. 7	165 0 0	58	29 11 4
587	Llansadwrn - B. 7	- - -	75	42 16 8
589	Llanstephan N. 6	- - -	81 / 9	56 8 6
586	Llwynhendy B. 8	- - -	81 / 24	46 19 6
590	Marros - N. 6	- - -	25	8 7 6
587	Mothfai - N. 5	- - -	69	32 18 2
589	Mydrim - N.	15 0 0		
594	Newcastle Emlyn - N. 6	188 10 0	61	24 8 4
586	Pembrey (Copper Works) - B. 8	- - -	221	108 17 4
578	Rhandirmwyn N. 5	209 19 0	48	18 15 0
578	Rhandirmwyn B. *a*			
588	Trap (Llandilo) - - N. 5	- - -	29	11 15 0
586	Tycrocs - N. 11	- - -	73	37 16 8
589	Whitemill - B. 7	- - -	74	35 5 4
	CAERNARVON.			
619	Abereirch - N.	*40 0 0		
621	Bangor - N. 6	- - -	201	92 11 2
621	Bangor, Infants - - N.	*72 0 0		

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	CAERNARVON—*cont.*	£ s. d.		£ s. d.
621	Bangor (Garth Road) - B. 3	721 18 0	279	115 0 10
621	‡Bangor - R.			
621	Bangor, St. Paul's - W. 3	1,559 0 0	319	107 13 9
618	Beddgelert - N. 6	360 0 0	40	17 12 8
618	Beddgelert - B. 6	166 10 0	87	45 9 7
620	Bethesda - B. 5	- - -	194 / 34	93 7 5
620	Bettws Garmon - - N. *b*	30 0 0		
619	Bodfean - N.	50 0 0		
623	Bodfeirig - N. 6	- - -	173 / 29	64 18 6
620	Bontnewydd N. 6	147 0 0	54	19 15 8
619	Bottwnog - N.	72 0 0		
620	Bronyfoel - N. 6	472 10 0	39 / 21	23 3 2
619	Bryncroes and Rhyw - N.	*45 0 0		
	„ - „	29 7 8		
620	Caernarvon - B. 6	1,680 0 0	299	78 14 11
620	Caernarvon, Model - Ch. 6	*100 0 0		
	„ - „	1,005 16 10	365 / 28	194 0 0
620	Clynnog - N. 6	163 0 0	37	13 16 0
622	Colwyn - N. 2	100 0 0	54	13 2 5
622	Conway - N. 6	*108 0 0		
	„ - „	54 0 0	332	171 14 6
620	Deiniolen - B. 6	741 0 0	229	111 11 0
620	Dinorwig, Llanddeiniolen - N. 6	633 0 0	90	49 0 10
620	Dinorwig - B. 6	- - -	91	47 18 2
620	Dolbadarn - B. 6	- - -	123	36 16 6
622	Dwygyfylchi N. 6	190 0 0	61	34 19 2
619	Edern - N. 6	90 0	65	25 10 4
622	Eglwys Rhos N. 6	- -	65	14 11 8
621	Glan Ogwen N. 6	208 0	204	88 1 5
622	Llanbedr and Caerhaen - N.	*47 0 0		
621	Llandegai - N. 7	- - -	225	130 5 8
622	Llandudno - N. 2	295 0 0	185	68 16 10
620	Llandwrog - N. 6	199 15 0	117 / 20	62 12 2
619	Llanengan - N.	157 0 0		
619	Llanengan - B. 6	235 12 0	59	29 16 8
620	Llanfair-is-Gaer - - N. 6	187 0 0	115	58 15 11
621	Llanfair Vechan - - N. 6	180 0 0	173	74 5 2
622	Llangelynin Gyffin - N.	80 0 0		
619	Llangwnadl N.	149 10 0		
619	Llaniestyn - N.	82 0 0		
621	Llanllechid - N. 6	147 13 4	112 / 11	79 16 0
621	Llanllechid - B. 4	- - -	108	50 5 6
620	Llanllyfni - B. 5	288 17 6	150 / 52	62 11 0
619	Llannor - N.	44 0 0		
620	Llanrug - N. 7	- - -	187	80 14 1
620	Llanrug - B.	322 2 6		
619	Llanystymdwy N. 6	151 10 0	93	43 17 4

a School closed.

b School not existing.

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	CAERNARVON—*cont.*	£ s. d.		£ s. d.
620	Nant Peris - B. 6	229 10 0	49	22 13 0
619	Nevyn - B. 6	670 4 0	99	36 10 0
619	Nevyn - N.	*62 0 0		
	„ - „	25 0 0		
620	Pantglas - N. 7	355 0 0	22	6 10 0
622	Pendyffrin - B. 5	- - -	62	33 11 0
614	Penmachno N. 6	282 0 0	98	49 9 11
622	Penmaenmaur, Infant - N. 6	- - -	45	21 15 8
621	Pentir - Ch. 7	- - -	56	20 1 4
618	Portmadoc - N. 6	624 0 0	211	100 19 4
619	Pwllheli - N. 6	276 0 0	130 / 36	62 6 0
619	Pwllheli, Trodyr-Allt Free B. 6	707 0 0	197	102 1 2
622	Roe Wen - B. 5	200 0 0	65	37 10 0
620	Talysarn - B. 5	- - -	96 / 22	34 0 1
618	Tre and Port Madoc - B. 6	*60 0 0		
	„ - „	53 10 0	88	34 15 0
620	Twthill - N.	206 0 0		
619	Tydweilog - N.			
621	Tyntur - N. 6	- - -	214 / 27	125 6 0
621	Vaynol - N. 6	373 10 0	95	42 14 2
620	Waenfaur - N. 6	*93 0 0	52 / 19	22 4 2
620	Waenfaur - B. 5	- - -	107	50 19 4
	CARDIGANSHIRE.			
596	Aberaron - N. 7	266 0 0	72	30 2 11
594	Aberbank - N. 7	157 0 0	53	23 16 2
593	Aberporth - N. 8	87 0 0	42	14 4 2
597	Aberystwith N. 7	- - -	137	58 0 0
597	Bangor Chapel N.	139 15 0		
597	Borth - N.	100 0 0		
597	Borth - B. 7	- - -	93	43 11 8
593	Cardigan - B. 7	- - -	120	16 12 0
593	Cardigan, St. Mary's - N. 7	334 10 0	134	62 3 2
597	Elerch - Ch. 7	- - -	51	24 0 10
594	Glynarthen - B. 7	- - -	54	11 8 6
597	Goginan - B. 7	- - -	147	24 14 0
596	Henfynyw - N.	*13 0 0		
594	Horeb - - B. 7	- - -	50	21 14 8
595	Lampeter, Pont Stephen - N. 7	203 4 0	111	52 4 0
596	Llanarth and Llanina - N. 7	306 0 0	84	44 14 4
597	Llancynfelin Ch. 7	174 4 0	84	21 9 2
596	Llanddewi Aberarth - N. 7	*40 0 0	37	*a*
593	Llandygwydd N. 7	- - -	58	31 7 6
594	Llandyssil - N. 7	137 10 0	56	22 18 5
594	Llandyssil - B.	78 0 0		
538	Llangeitho - N.	82 0 0		
593	Llangoedmore Ch. 7	144 0 0	36	18 16 10
594	Llangranog - N.	67 10 0		
596	Llanllwchairn N.	*40 0 0		

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	CARDIGAN—*cont.*	£ s. d.		£ s. d.
596	Llannon - B. 7	- - -	60 / 13	21 19 8
597	‡Llanrystydd B.			
597	Llanychairn, Chancery - Ch. *b*			
596	Llechryd - B. 7	- - -	73	25 13 4
596	Llwyndafydd B. 7	153 0 0	65	22 7 4
597	Llwyny-Groes. B. 7	- - -	58	28 7 6
594	Newgate - B. 7	- - -	68	29 11 2
596	New Quay - B. 7	- - -	134	43 14 6
594	Penbryn - Ch.	106 0 0		
597	Penllwyn - B. 7	- - -	83	44 4 2
594	Penmorfa - B. 7	- - -	85	*c*
597	Penrhyncock Ch. 7	- - -	59	9 16 7
597	Pen-y-parke N. 7	236 19 7	194	46 4 8
597	Ponterwyd - B. 7	- - -	73	28 15 8
598	Pontrhydfendigaid - B. 7	- - -	64	22 17 4
597	Talybont - B. 7	- - -	81	35 3 0
598	Tregaron - B. 7	- - -	60	24 7 8
	DENBIGH.			
613	Abergele - N.	*70 0 0		
611	Berse Drelincourt - N.			
611	Bersham - N.	76 10 0		
613	Bettws - in Rhos - Ch.	257 0 0		
614	Blaenan Llangerniew - B. 3	243 13 6	106	48 15 10
611	Brymbo and Broughton B. 3	1,072 0 0	213	116 0 9
611	Brymbo - N. 3	373 0 0	258 / 28	45 18 4
611	Burton (Gresford) N. 4	- - -	32	14 2 4
614	Capel Garmon - - N.			
613	Cefn Meriadog. N. 4	- - -	36	14 18 8
361	Chirk - N. 3	111 0 0	75	25 10 4
361	Chirk - B. 11	- - -	79	34 13 0
613	Denbigh - N. 4	402 18 4	209	90 18 6
613	Denbigh - B. 4	436 0 0	217	62 7 7
614	Eglwysfach - N. 4	*75 0 0	59	30 12 6
611	Gresford - N. 3	*100 0 0	111	45 15 10
611	Gwersylt - N 3	728 2 1	156	67 13 0
612	Gyffylliog - N.	180 0 0		
613	Henllan - N. 4	- - -	81	39 8 2
615	Llanarmon Dyffrin Ceiriog - N.	20 0 0		
615	Llanarmon-in-Yale - N. 4	- - -	63	25 8 6
613	Llanddulas - N. 4	- - -	74	34 17 0
612	Llandyrnog N. 4	*50 0 0		
	„ - „	132 0 0	79	44 0 0
612	Llanelidan - N. 4	78 10 0	49 / 7	3 8 1
613	Llanfair Talhaiarn - N. 4	*50 0 0		
	„ „ - „	35 0 0	60	24 10 0

a Grant refused under Article 51*c*.

b School closed.

c Grant raised under Article 51*b*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	DENBIGH—*cont.*	£ s. d.		£ s. d.
612	Llanferres - N. 4	95 0 0	54	20 8 4
609	Llangedwin- N. 3	- - -	58	27 1 6
614	Llangerniew P. 4	- - -	78	41 16 4
615	Llangollen - N. 3	121 0 0	103	33 15 10
615	Llangollen, Infant.			
615	Llangollen - B. 10	305 9 0	157	58 8 10
613	Llannefydd - B. 3	- - -	36	*a*
612	Llanrhaiadr-yng-hghin-meirch - N. 4	- - -	53	27 5 6
609	Llanrhaidr-yn-Mochnannt N. 3	352 0 0	78	23 10 0
614	Llanrwst - N. 4	313 0 0	164	79 12 4
614	Llanrwst - B. 3	227 14 0	80	35 12 11
612	Llanrhydd, Infant - 4	- - -	48	17 15 10
622	Llansaintfraid Glan Conway N. 4	*50 0 0 468 0 0	87	45 2 2
615	Llansaintfraid" Glyn Ceiriog N.	*64 0 0 83 0 0		
	" " "	260 0 0		
613	Llansannan- N.	258 0 0	73	27 17 6
615	Llantysilio - P. 3	373 0 0	187	32 1 8
611	Minera - N. 3		49	
612	Nantglyn - N. 4	227 0 0	10	25 16 10
612	Prion - - B. 4	- - -	51	22 14 0
611	Rhos-Llaner-chrugog - N. 3	345 0 0	198	54 13 7
611	Rhos-y-Medre N. 3	- - -	98	44 5 2
611	Rossett - N. 3	- - -	80 12	28 9 6
611	Ruabon - N. 3	539 12 9	203	70 17 2
612	Ruthin - N. 4	418 3 0	132	49 0 0
612	Ruthin - B. 4	692 2 9	216	86 4 4
613	Trefnant, Trinity - N. 4	233 0 0	53	29 5 2
615	Vron - - B. 10	226 17 6	97	34 17 6
611	Wrexham - N. 3	*125 0 0		
	" " - "	174 12 6	87 24	25 12 4
611	Wrexham, Brook St. - B. 3	- - -	254	135 13 7
611	Wrexham, Chester St. B. *b*	150 0 0		
614	Yspytty - N. 4	216 0 0	81	43 11 2
	FLINTSHIRE.			
613	Asaph, St., Boys - - N. 1	415 0 0	59 9	32 4 4
613	Asaph, St., Girls - N. 1	- - -	53	25 13 4
613	Asaph, St., Infant - N. 1	- - -	33	9 6 9
613	Asaph, St. - R.			
610	Bagillt - N. 1	180 0 0	102	39 19 8
610	Bistre-in-Mold - - N. 2	136 10 0	111	40 1 5
613	Bod Elwyd-dan - - N. 2	- - -	75	37 4 8
	FLINTSHIRE—*cont.*	£ s. d.		£ s. d.
613	Bodvari - N. 3	360 0 0	52	26 13 10
459	Broughton - N.			
610	Brynford - N. 2	198 8 6	76	27 0 11
610	Buckley, Lane End - N.			
610	Buckley, St. Matthew's N. 1	633 4 0	123 34	70 1 4
610	Carmel - B. 3	- - -	51	22 2 4
610	Cilcain - N. 2	65 0 0	59 9	27 1 8
613	Dyserth - N. 2	- - -	105	48 16 4
610	Flint - - N. 1	1,106 4 0	238	63 6 9
610	Flint - - R. 4	- - -	75	33 9 0
610	Gorsedd - N. 2	82 17 6	16	7 0 1
610	Gwernafield N. 1	*100 0 0		
	" "	474 10 0	104	48 0 4
610	Halkyn - Ch. 2	- - -	134	59 5 0
459	Hawarden - Ch. 2	- - -	134	50 0 4
459	Hawarden, St. John's - N. 2	*125 0 0	65	19 3 7
610	Holywell - N. 1	83 0 0	177	74 12 6
610	Holywell - U.			
610	Holywell, St. Winifred's- R. 4	- - -	91	45 19 10
610	Leeswood District - Ch. 2	405 0 0	160	69 0 4
610	Lixwm - B. 3	241 6 8	46	17 9 4
610	Llanasa - P. 2	390 0 0	93	38 10 0
613	Meliden - N. 1	255 0 0	65	24 12 2
610	Mold - - N. 1	480 5 0	245	104 5 8
610	Mold - - B. 4	285 0 0	120	45 16 4
610	Mostyn - N.	250 0 0		
610	Newmarket - P. 1	- - -	74	22 10 0
610	Northop - N. 1	- - -	107	20 0 0
610	Pantasaph - R.			
610	Pont - Bleid-dyn - - N. *c*	*75 0 0		
613	Prestatyn - N. 2	- - -	65	28 14 8
	Redbrook Village.			
610	Rhosemor - N. 1	305 0 0	61	19 14 3
	Rhualt - B. 3	- - -	35	*a*
613	Rhuddlan, Boys - - N. 1	18 0 0	79	44 18 4
613	Rhuddlan, Girls - - P. 1	- - -	75	43 17 2
613	Rhyl - - N. 2	552 0 0	175 10	71 9 6
613	Rhyl - - B.	262 13 9		
613	Rhyl - - R.			
610	Talacre - R. 4	670 0 0	115	56 5 0
611	Threapwood N. 2	- - -	46	13 5 8
613	Tremeirchion N. 2	- - -	43	13 15 2
611	Trenddyn - N. 2	94 15 0	70	26 0 11
610	Wepre, St. Mark's (Nor-thop) - - N. 2	*100 0 0		
	" " - "	57 0 0	118	75 12 2
610	Whitford - N. 1	- - -	106	47 13 2
611	Worthenbury N.	75 7 6		
610	Ysceifiog - N. 1	120 15 0	60	22 11 9
	GLAMORGAN.			
584	Aberavon - N. 3	172 10 0	202	84 10 0
582	Aberdare - B. 4	350 0 0	409 34	235 1 3

a Grant refused under Article 51*b*. *b* This school is now incorporated with Wrexham, Brook Street, B.S.
c School pulled down, and proceeds of materials applied towards erecting a new school at Leeswood.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
582	Aberdare, Town - N. 2	285 15 0	283	124 19 8
582	Aberdare - W. 4	- - -	111	50 8 0
582	Abernant - B. 4	- - -	124	71 1 0
584	Bagland, Infant - N. 1	- - -	30	9 8 8
583	Bettws - N.	71 0 0		
585	Bishopston and Pennard - N.	216 0 0		
584	Birch Grove B. 5	- - -	52 / 16	35 1 9
585	Black Pill, Infant - B. 6	- - -	26	14 9 3
583	Bride, St., Major - N. 2	*30 0 0		
	„ „ „ „	157 12 6	75	33 14 0
583	Bridgend - N. 2	582 0 0	152	76 16 10
583	Bridgend - W. 5	- - -	65	29 17 4
584	BritonFerry N. 3	434 0 0	177 / 25	77 12 0
583	Bryncethin - N.	233 0 0		
584	Bryncock - N. 3	233 0 0	61	30 11 10
585A	Brynhyfugd- B. 6	- - -	148 / 58	42 14 8
584	Cadoxton-juxta-Neath - N. 2	410 0 0	112 / 31	56 7 6
581	Cadoxton, Merthyr Dovan N.	56 0 0		
581	Canton - N. 2	270 0 0	148	69 8 2
581	Cardiff, Bute Docks - B. 5	- - -	198	96 12 0
581	Cardiff, Ragged and Industrial.			
581	Cardiff - R. 6	720 0 0	678 / 27	360 9 6
581	Cardiff, St. John the Baptist, Poor School - 3	- - -	151	47 8 0
521	Cardiff, St. John's, Infant - N. 3	- - -	41	5 19 0
581	Cardiff, St. Mary's - N. 3	716 0 0	286 / 8	136 11 6
581	Cardiff - W. 5	- - -	170	79 4 8
582	Clydach - Ch.	243 2 6		
582	Clydach - B. 6	- - -	112 / 28	76 11 9
583	Cowbridge and Llanbethian - N. 4	*45 0 0		
	„ „ - „	12 15 0	72	37 16 2
583	Coychurch - N.	*20 0 0		
	„ - „	27 10 0		
584	Crynant - N.	228 0 0		
584	Cwm - B. 6	- - -	101	50 5 10
582	Cwmamman- B. 4	- - -	115	51 3 7
584	Cwm Avon Iron Works N. 1	- - -	263	101 16 11
582	Cwmbach - N. 3	200 0 0	201 / 12	77 5 6
585A	Cwmburla - B. 6	- - -	103	44 1 9
582	Cwmdare - B. 4	- - -	77	31 5 3
584	Cwmllynfell B. 6	- - -	95	62 2 3
582	Cyfarthfa - N. 2	46 0 0	185	77 0 8
582	Cyfarthfa - B. 4	- - -	170	66 17 6
582	‡Cyfarthfa, GeorgeTown N.			
581	Cymmer - N. 3	440 10 0	143 / 18	55 17 2
581	Dinas Colliery - B. 4	158 2 6	121 / 7	82 11 11
582	Dowlais - 8	- - -	1,088 / 137	605 1 2
582	Dowlais, St. Mary's - R. 6	324 11 2	277	103 10 0
582	Duffryn, Boys 4	652 0 0	526 / 23	83 7 1
582	Duffryn, Girls and Infants B. 4	600 0 0		208 9 3
581	Fagan's, St., District - N. 3	713 0 0	352	163 15 5
581	Fagan's, St., Castle, Lady Clive's - N. 4	- - -	58	28 17 8
582	Gellifaclog - B. 8	- - -	427	201 10 6
582	Gellygaer, Endowed - 3	- - -	204	83 13 4
582	Gellygaer Fochrhiw - N. 4	87 10 0	26 / 12	3 11 10
582	Gellygaer Pontlottyn, Infants - 4	- - -	60	19 16 8
584	Giant'sGrave B.	96 0 0		
585A	Glais - N. 1	- - -	110 / 29	53 3 10
	Glamorganshire Reformatory.			
581	Glyntaff - N. 3	290 5 0	102	39 6 0
581	GrangeTown N. 4	233 2 6	108 / 36	54 10 11
585	HafodCopper Works - B. 6	- - -	521 / 38	266 16 3
582	Hirwain - B. 4	- - -	163	77 12 7
584	KilveyCopper Works - 6	- - -	326 / 42	212 1 8
581	Llandaff - N. 3	327 10 0	139	71 5 4
585	Llandaff Maendu - Ch. 3	314 0 0	81	38 10 0
585A	Llandeilo Talybont - N. 1	207 7 6	75	34 15 2
582	Llanfabon - N. 3	288 0 0	123	48 10 0
585A	Llangyfelach N.	48 0 0		
584	Llansamlet - B. 5	- - -	102	39 14 10
581	Llantrisant - N. 2	- - -	151	58 13 4
581	Llantwit, Major - N.			
582	Llanwonno - N. 3	298 4 0	103	47 18 0
582	Llwydcoed - B. 4	- - -	77	42 18 7
586	Loughor - P. 2	252 8 0	156	76 17 0
583	Maesteg Iron Works - B. 5	- - -	172	76 15 10
583	Maesteg Llynvi Iron Works 5	- - -	285	71 3 4
583	Maesteg Spelter Works - B. 5	- - -	48	19 19 6
582	Merthyr Tydvil, St. David's N. 2	433 15 2	324 / 44	160 17 6
585	Morriston - B.	*150 0 0		
584	Mumbles - B. 6	*30 0 0	83	52 4 0
581	Nantgarw - N.	75 0 0		
584	Neath Abbey B. 5	140 0 0	161	79 8 6

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	301 25	129 7 2
584	Neath, Higher N. 1	418 16 0	116	49 13 4
584	Neath, School Society's - B. 5	635 0 0	249	134 0 6
585B	Newton - Ch. 11	- - -	40	17 14 5
583	Newton Nottage - - N.	96 0 0		
581	Nicholas, St. N.			
585B	Oystermouth N. 11	- - -	69	18 13 1
581	Penarth - N. 4	237 16 0	62	20 0 8
585	Penclawdd - N.	58 0 0		
585	Penclawdd - B. 6	- - -	69	41 12 11
581	Penmark - N. 3	70 0 0	27	9 6 7
583	Penprisk - N. 4	- - -	57	11 11 5
582	Pentrebach - N. 1	- - -	71	*a*
584	Pentrechwyth, Infants - 6	- - -	86 8	52 9 3
581	Pentyrch - N.	*32 0 0		
582	Pen-y-darran Ch. 11	- - -	89	32 9 5
584	Pontardawe N. 3	432 0 0	110 16	59 13 0
582	Pontlottyn, Infants - B. 5	- - -	50	10 2 8
582	Pontypridd - Ch. 4	- - -	72	19 13 11
582	Pontypridd - W. 4	- - -	118 11	56 14 9
582	Porth - - B. 4	- - -	142 25	116 19 6
583	Pyle, Bryndu Colliery - 2	- - -	261 25	129 6 4
584	‡Resolven, Village.			
581	Ruddry - N.	40 0 0		
585	Sketty, St. Paul's - N. 1	- - -	71	34 15 8
585	Sketty, Mixed B. 6	- - -	52	*b*
585	Sketty, Inft. B. *c*			
584	Skewen - N. 3	- - -	108	35 5 1
585	Swansea - Ch. 2	1,149 4 0	184	78 7 4
585	Swansea, Bethany Branch - B. 6	- - -	87	13 14 5
585	Swansea (Goat St.), Boys B. 6	203 8 0	345	145 19 3
585	Swansea (Queen Street), Girls - B. 6	170 13 4		62 9 3
585	Swansea, St. David's - R. 7	200 0 0	78	35 8 0
585	Swansea, St. Helen's, Inft. 11	- - -	135	59 3 10
585	Swansea, St. Peter's - N. 2	363 12 0	130	65 12 8
585	Swansea, St. Thomas', Inft. B. 6	- - -	98	14 17 1
585	Swansea (South) - N. 2	714 8 0	560	282 3 8
585	Swansea, Upper N.			
583	Tondû Iron Works - B. 5	- - -	139	66 4 2
581	Tonyrefail - B. 4	- - -	68 11	11 18 5
585	Treboeth - B. 6	- - -	82	14 5 0
582	Treherbert - B. 4	- - -	78	35 19 7
582	Troedyrhiw - N. 11			

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
582	Tydvils Well B. 4	- - -	108	63 18 1
584	Tymaen (Cwm Avon) Inft. 4	- - -	170	79 11 2
585A	Wannarlwydd - - B. 6	- - -	70	34 3 11
581	Whitchurch Ch. 3	498 16 3	117	54 14 4
583	Wick - - N.	20 0 0		
584	Ystalyfera - N. 3	- - -	312	144 3 2
582	Ystradyfodwg B.			
582	Ystradyfodwy (Treherbert) N. 3	494 8 0	64	25 15 6
	MERIONETHSHIRE.			
606	Aberdovey - 8	- - -	167	85 1 10
617	Aberllefenny B. 4	- - -	78 1	44 5 6
617	Arthog - N. 8	50 0 0	18	5 14 8
616	Bala - - N. 8	- - -	48	25 0 0
616	Bala - - B. 4	511 4 0	144	64 16 10
617	Barmouth - N. 8	*100 0 0 10 0 0	107	26 0 1
606	Bryncrug - B.	108 0 0		
615	Corwen - N. 8	- - -	87	38 13 4
615	Corwen - B. 10	404 0 0	91	37 18 4
615	Cynwyd - N.			
617	Dolgelly - N. 8	277 0 0	143	65 3 1
617	Dolgelly - B. 4	- - -	104	47 12 4
617	Dolmelynllyn 8	- - -	28 12	16 18 2
617	Dyffryn - B. 4	199 6 0	87	42 16 0
618	Festiniog - B. 6	- - -	86	24 16 2
618	Festiniog and Maentwrog N. 8	38 17 3	72	26 11 7
618	Festiniog, Slate Quarries - B. 6	162 0 0	116	34 17 2
616	Glanrafon - B.	80 0 0		
615	Glyndifydwy B.	245 0 0		
618	Harlech, Charity - Ch.			
616	Llanderfel - B. 4	- - -	41	17 17 4
615	Llandrillo - B.	157 13 4		
617	Llanelltyd - Ch.	- - -	15	*b*
617	Llanenddwyn N.	*45 0 0		
618	Llanfair - N. 8	- - -	47	26 6 6
616	Llanfaur - N.	*50 0 0		
618	Llanfrothen N. 8	243 0 0	39	9 5 6
615	Llansaintfraid, Glyndyfydwy N. 8	278 0 0	28	11 3 2
617	Mallwyd - N.	130 0 0		
618	Penrhyn-deu-Draeth - B. 3	309 0 0	85 25	32 19 0
618	Talsarnan - B. 3	232 0 0	60	23 6 9
597	Talybont - B.	73 0 0		
606	Towyn - - N. 8	- - -	73 17	46 6 6
606	Towyn - B. 4	335 14 0	86	44 14 8
606	Towyn and Pennal - B. 4	90 0 0	51	22 9 8
618	Trawsfynydd N. 8	70 0 0	77	35 18 4
	MONTGOMERY.			
606	Aberhosan - B. 4	- - -	44	19 2 6
609	Arrdlyn - P. 11	- - -	30	10 3 3
608	Berriew, Endowed - N. 10	- - -	86	*a*

a Grant refused under Articles 51*b*. and 52*d*.
b Grant refused under Article 51*b*.
c Amalgamated with N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	MONTGOMERY—*cont.*	£ s. d.		£ s. d.
608	Buttington - N.	*33 0 0		
609	Bwlch-y-Cibans - N.	122 8 0		
607	Carno - - B. 10	36 0 0		
608	Castle Caereinion - - N. 10	- - -	31	*a*
606	Cemmaes - P. 10	- - -	44	18 4 9
606	Cemmes - B. 10	17 18 0	51	24 19 4
608	Churchstoke N. 10	196 5 8	72	38 10 0
606	Darowen - N.	60 0 0		
607	Dolfor - N. 11	141 8 9	22	4 17 10
606	Dylife - N.	128 0 0		
608	Forden - N. 10	105 0 0	88	45 12 8
609	Garthbeibio N. 10	- - -	56	25 14 10
608	Guilsfield, Pool Quay - Ch.	212 0 0		
606	Llanbrynmair N. 10	150 0 0	41	18 5 7
606	Llanbrynmair - B. 10	- - -	82	33 10 0
607	Llandinam - Ch. 11	- - -	70	32 1 6
609	Llandrinio - P. 10	- - -	59	26 14 4
609	Llandysilio - N.	*30 0 0		
608	Llandyssil - N. 10	- - -	45	22 16 6
609	Llanfair Caereinion - - N. 10	118 12 0	67	24 12 9
609	Llanfair Caereinion - - B. 10	183 0 0	106	32 17 9
609	Llanfechan - N. 10	- - -	33	12 1 4
609	Llanfyllin - N. 10	70 0 0	123	35 5 2
609	Llanfyllin - B. 10	248 2 8	51	19 4 4
609	Llangadfan - N.	22 7 6		
607	Llanidloes - N. 10	287 5 0	182	83 6 0
607	Llanllwchairn N. 10	- - -	109	40 2 7
609	Llanrhaidryn Mochnant - B. 10	192 10 0	77	16 13 7
606	Llanrwrin - N. 10	- - -	45	21 12 8
607	Llanwnog - N. 10	72 0 0	51	23 11 6
607	Llanwyddelan N.	87 4 0		
606	Machynlleth N. 10	91 9 0	162	25 9 7
609	Meifod - N. 10	- - -	93	42 13 2
608	Montgomery N. 10			
607	Newtown - N. 10	384 8 0	99	41 3 0
607	Newtown - B. 10	270 0 0	139	66 9 2
609	Penybontfawr N.	274 0 0		
608	Pool Quay - N. 11	- - -	51	25 0 0
607	Sarn - - Ch. 11			
608	Trelystan.			
608	Welshpool - N. 10	100 0 0		
608	Welshpool, Infants - N.	115 0 0		
608	Welshpool, the Belan - N.	60 0 0		
	PEMBROKESHIRE.			
590	Amroth - N.	210 3 4		
592	Brawdy - N. 6	- - -	16 6	11 4 4
592	Brawdy Tancredston - N.	81 0 0		
591	Burton - N. *b*			
593	Cilgerran - N. 6	135 15 0	70	30 13 4
591	Cosheston and Nash - - N. 7	285 3 0	65	39 17 8
	PEMBROKE—*cont.*	£ s. d.		£ s. d.
592	Fishguard - N. 6	219 0 0	124 16	85 0 0
591	Florence, St. N.	160 0 0		
592	Haverfordwest N. 6	829 13 11	126	64 3 0
592	Haverfordwest, Boys - - B. 7	*125 0 0	165	95 9 0
592	Haverfordwest, Girls - - B. 7	- - -	104	56 8 0
592	Haverfordwest, Prendergast, Girls - - B. 7	- - -	57	34 5 8
592	Hubberstone N. 7	284 0 0	70	14 7 4
590	Jeffreston - N.	42 0 0		
592	Johnstone - N.	*17 0 0		
590	Lampeter Velfrey - N. 10	- - -	27	11 19 10
592	Letterston - N. 6	81 0 0	33	20 0 0
592	Landeloy - N.	327 0 0		
590	Llandewi Velfrey - N. 11	- - -	44	15 0 0
592	Llanrhian - N.	116 13 4		
591	Llanstadwell, Endowed - 7	- - -	56	6 4 0
590	Llanwhaden N.	45 18 8		
593	Maner Divy N.	*42 0 0		
590	Martletwy - N.	129 10 0		
592	Milford Haven, Endowed - Ch. 6	- - -	74	20 0 0
592	Milford, New B. 7	- - -	102	18 18 1
590	Narberth - N. 6	- - -	55	25 0 10
590	Narberth - B.	*40 0 0		
591	Pembroke - N. 6	- - -	80	33 1 0
591	Pembroke - B. 7	- - -	70	43 7 4
591	Pembroke Dock - - N. 6	462 0 0	356	200 0 0
591	Pembroke Dock - - B. 7	351 0 0	225	118 19 8
592	Puncheston N.	269 0 0		
590	Reynalton - B.	*30 0 0		
591	Rhydberth - N. 6	76 0 0	63	33 6 6
592	Roch - - N.	86 15 0		
592	Rudbaxton - N. 6	58 0 0	30	12 3 4
592	Solva - - N.	*75 0 0		
592	Spittal - N. 7	210 0 0	39	18 6 4
591	Stackpole - N. 6	- - -	58	33 7 8
590	Tavernspite N. 10	171 0 0	38	17 14 0
590	Templeton - B. *c*	*25 0 0		
591	Tenby - - N. 6	170 0 0	111 18	55 16 10
591	Tenby, Infant - - N. 6	- - -	67 4	30 18 8
591	Tenby, New Hedges - Ch. 6	119 0 0	49	17 18 2
592	Trefgarn - B. 7	- - -	65	40 9 10
592	Trevine District - - B. 7	- - -	61	38 10 1
592	Uzmaston-cum-Boulston - N. 6	167 0 0	51	30 3 4
592	Walton, West, and Talbenny N.	109 10 0		
591	Warren, Agricultural - 6	- - -	64	31 11 4
592	Wiston - N. 11	- - -	37	17 0 0
592	Wolfscastle - B.	*175 0 0		
592	Zion Hill - B.			

a Grant refused under Articles 4 and 51c.

b Inspection declined.

c School closed.

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	RADNORSHIRE.	£ s. d.		£ s. d.
605	Abbey-cwm-hir - - N. 5	- - -	27	15 17 2
602	Boughrood - N. 5	74 0 0	30	17 10 0
603	Cascob - - N.	134 0 0		
602	Clyro - - N. 10	276 0 0	27	14 12 10
605	Cwmtoyddwr, Endowed - Ch. 5	- - -	62	18 13 7
604	Heyop - - P.			
604	Knighton - N. 5	515 0 0	133	27 12 6
605	Llanbadarn-fawr - - N.	202 0 0		
604	Llananno-with-Llan-badarn Fynydd Glan Ithon Ch.	202 10 0		
605	Nantmel - N. 5	156 0 0		
603	Radnor, New N.			
603	Radnor, Old N.	220 0 0		

ISLANDS.

	CHANNEL ISLANDS.	£ s. d.		£ s. d.
	Alderney - N. 7	- - -	123	46 14 1
	Alderney - W. 8	150 0 0	72	44 18 4
	Guernsey, St. John's - N. 7	395 0 0	291	130 5 4
	Guernsey, St. Marie du Castel's Inft. 7	- - -	52	21 19 7
	Guernsey, St. Peter's Port N. 7	- - -	471	214 7 5
	Guernsey, St. Peter's Port B. 7	*46 0 0		
	" "	280 10 0	55	25 12 1
	Guernsey, St. Peter's Port, St. Joseph's R. 7	- - -	139	61 3 8
	Jersey - - N. 7	*125 0 0		
	" - - "	51 0 0	312	119 18 11
	Jersey, Gorey N.	*100 0 0		
	Jersey, Grouville, Central N.	381 0 0		
	Jersey (St. Helier), St. Peter's and St. Mary's - R.	- - -	200	60 18 0
	Jersey, St. James' - N. 7	- - -	306	136 17 1
	Jersey, St. Mark's - N. 7	321 2 6	256	118 1 1
	Jersey, St. Owen's, Central - Ch. 7	277 12 6	86	45 10 10
	Jersey, St. Owen's - W. 8	300 15 0	76	38 4 6
	Jersey, St. Paul's N. 7	- - -	170	87 16 1
	Jersey, St. Peter's - N. 7	267 10 0	43	17 7 4
	Jersey, St. Saviour's - N. 7	- - -	70	27 6 8
	Jersey, Trinity N.			
	ISLE OF MAN.			
	Arbory - - N.	*50 0 0		
	‡Bishopscourt, Model - N.			
	Cronkbourne N. 7	- - -	43	26 3 4
	Cronk-ne-Vod-dy, St. John's N.	48 10 0		
	Dhoon Bridge N.	*24 0 0		
	Dolby - - N. 7	- - -	71	40 12 0
	Dolby - - B.	*150 0 0		
	ISLE OF MAN—*cont.*	£ s. d.		£ s. d.
	Douglas, St. Barnabas' - N. 7	105 18 4	370	197 3 10
	Douglas, St. George's (Athol) N. 7	- - -	344	163 14 7
	Douglas - R. 6	- - -	153	87 6 4
	Douglas, Thomas Street - W. 5	- - -	207	74 3 0
	Douglas, Well Road - - W. 5	- - -	55	7 3 9
	Foxdale, St. Patrick's (Mining) - Ch. 7	150 0 0	119	50 14 6
	Jurby - - Ch.	228 6 0	32	10 14 6
	Kirk Andreas N. 7	*72 0 0		
	" "	72 6 0	46	22 7 8
	Kirk Braddan N.	344 0 0	86	*a*
	Kirk German, St. John's - N. 7	70 0 0	106	59 19 6
	Kirk Marown P.			
	Kirk Maughold P.	140 5 0		
	Kirk Michael N.	67 10 0		
	Kirk Onchan P. 7	187 13 4	84	40 16 6
	Kirk Patrick P. 7	200 0 0	64	36 0 6
	Kirk, St. Anne's N.	100 0 0		
	Laxey Glen - N. 7	*38 0 0	119	55 15 8
	Malew, Ballasalla - - N. 7	188 0 0	87	45 1 4
	Malew, Castletown - - N. 7	*90 0 0		
	" " - "	181 6 0	159	78 13 10
	Malew, Grenaby - - N. 7	*50 0 0	21	2 5 4
	Malew, St. Mark's - Ch. 7	100 0 0	43	19 3 10
	Man, Isle of, St. Jude's - N.	63 0 0		
	Peel, Christian, Endowed - N. 7	457 18 11	329	133 2 10
	Peel, Mathematical and Nautical - 7	112 0 0	34	11 14 8
	Peel - - W. 7	395 0 0		
	Port, St. Mary's N. 7	75 0 0	37	18 4 0
	Ramsey - N. 7	*155 0 0		
	" - "	122 15 3	81	20 10 5
	Rushen (Girls') N. 7	- - -	52	34 10 0
	Rushen (Boys') - P. 7	344 10 6	88	45 3 8
	Sulby - - N. 7	*100 0 0	58	22 6 5

a Grant refused under Article 51*b*.

SCOTLAND.

NOTE.—G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochial* School; and Undl., that it is *Undenominational.*

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
ABERDEENSHIRE.	£ s. d.		£ s. d.
Aberdeen, Bon Accord - - F.C. 10	*250 0 0	304	124 10 0
Aberdeen, Davidson's - - 9	- - -	130	74 10 0
Aberdeen, Dr. Bell's - - 9	- - -	426	151 16 8
Aberdeen, Dr. Brown's - 9	- - -	185	82 10 0
Aberdeen, East Parish - - Sess. 10	*400 0 0 54 0 0	304	157 7 6
Aberdeen, East Parish - - F.C. 9	- - -	185	67 0 0
Aberdeen Female Orphan Asylum - 9	- - -	34	6 13 4
Aberdeen, Gallowgate, Port Hill 9	- - -	64	21 10 0
Aberdeen, Granton Lodge.			
Aberdeen, Greyfriars - - Sess. 10	- - -	238	90 10 0
Aberdeen, Greyfriars - - F.C.	*500 0 0		
Aberdeen, Guestrow Reformatory.			
Aberdeen, John Knox's - - Sess. 10	*198 5 0	183	48 2 6
Aberdeen, John Knox's - - F.C. 9	- - -	170	103 0 0
Aberdeen, North F.C. 10	- - -	166	91 0 0
Aberdeen, North Parish - - Sess. 10	*300 0 0	240	163 0 0
‡Aberdeen, Old Mill Reformatory.			
Aberdeen, St. Andrew's, Boys Epis. 4	- - -	59	44 0 0
Aberdeen, St. Andrew's, Female Epis. 4	- - -	175	95 0 0
Aberdeen, St. John's - - Epis. 4	- - -	129	68 15 0
Aberdeen, St. Peter's - - R.C. *a*			
Aberdeen, Shaw's Court, Female School of Industry - - 9	- - -	88	32 10 0
Aberdeen, Sheriff Watson's Female Industrial - 9	- - -	52	14 0 0
Aberdeen, South Parish - - F.C. 10	165 0 0	352	217 11 8
Aberdeen, South Parish - - Sess. 10	*220 0 0	118	77 0 0
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Aberdeen (Sugar House Lane) Reformatory - -	204 0 0		
Aberdeen, Trades F.C. 10	- - -	97	20 0 0
Aberdeen, Union F.C. 10	295 0 0	119	41 10 0
Aberdeen, West Parish - - Sess. 10	266 0 0	334	164 0 0
Aberdeen, Woodside - - F.C. 10	*150 0 0	275	108 10 0
,, ,, - -	30 13 4		
Aberdour - - F.C. 3	105 0 0	44	29 3 4
Aboyne, Lady Huntly's Female - - 12	- -	43	44 3 4
Aboyne - - Par.			
Alford, Female Ch. of S.			
Alford - - Par. 10			
Auchindoir - Par.			
‡Auchindoir, Second Par.			
Auchterless - 2	- - -	34	17 6 8
Badenscoth Ch. of S. 2	285 5 0	116	42 13 4
Ballogie, Female - 3	- - -	53	53 3 4
Banchory Devenick - - - F.C.			
Belhelvie - - Par.			
Birse - - - Par.			
Blackburn, Female - - - F.C. 12			
Blackhill - - - 1	- - -	45	15 0 0
Bonny Kelly (New Deer) District - -	148 0 0		
Boyndlie - - Epis. 5			
‡Braemar, Achendryne - - R.C.			
‡Braemar, Inverey R.C.			
Bridge of Don, Subscription - G.A.			
Broadsea - - G.A. 10	- - -	49	15 0 0
Burnhaven - G.A. 10	127 10 8	70	15 0 0
Byth, New Ch. of S. 11	277 19 0	49	35 4 2
Cairnbanno, Madras S. 1	150 10 0	54	15 0 0
Castleton of Braemar Society's. *a*			
Cluny - - - Par. 2	- - -	40	22 0 0
Coldstone - - Par. 3	- - -	86	21 5 0
Corsindae, Female 2	- - -	27	10 16 8
Coull - - - Par. 3	- - -	30	21 5 0
Cruden - - F.C. 12	57 0 0	43	40 0 0
Cruden (Lord Errol's) - - Epis. 4	*90 0 0	75	54 1 8
Cullerley District -	- -	25	24 0 0
‡Cuminestown - Epis.			

a Inspection withdrawn.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.		
	£	s.	d.		£	s.	d.
ABERDEENSHIRE—*cont.*							
Daviot - - Par. 1	-	-	-	65	20	12	6
Deer - - - Epis.							
Deer, Old - - Par. 11	-	-	-	71	44	4	2
Deer, Old - - F.C. 12	109	11	5	94	34	10	0
Deer, Old Girls - -	200	0	0				
Deer, Old, Bulwark, Girls - - 1	-	-	-	47	10	0	0
Echt, Female - 2	-	-	-	41	37	10	0
Ellon, Female - - 11	-	-	-	24	9	3	4
‡Ellon - - - Epis.							
Ellon - - - F.C. 11	162	0	0	107	35	0	0
Fintry (Turriff) - 2	123	0	0	65	16	5	0
Forgue (Drumdollo) - - F.C. 1	-	-	-	53	25	1	8
Forgue - - Par. 3	-	-	-	80	54	17	6
‡Forgue - - Epis.							
Forgue-Side - Par.	117	0	0				
Fraserburgh, Female Industrial - - 10	-	-	-	123	86	10	0
Fraserburgh - F.C. 11	492	0	0	80	69	0	0
Fraserburgh - Par. 10	-	-	-	161	55	10	0
Fraserburgh, St. Peter's - - Epis. 5	758	0	0	126	81	13	4
Fraserburgh, Techmury Ch. of S.	180	0	0				
Fyvie - - Par.							
Fyvie, All Saints' Epis. 5	-	-	-	27	10	0	0
Fyvie, Female Ch. of S. 11	-	-	-	61	32	14	2
Gartly, Female Ch. of S. 3	-	-	-	31	13	6	8
Gartly, Congregational - - F.C. 2	-	-	-	30	27	1	8
Gartly - - Par. 3	-	-	-	55	57	14	2
‡Gariochsford - F.C.							
Garmond - - -	66	0	0				
Gilcomston - F.C. 9	-	-	-	141	50	10	0
Glenbucket, Female - - F.C. 7	-	-	-	20	5	0	0
Glenfondland - G.A. 3	-	-	-	50	54	12	6
Huntly - - Par.							
‡Huntly - - R.C.							
Huntly, Second - Par.							
Huntly - - F.C. 10	-	-	-	176	63	14	2
Huntly (Gordon) Industrial - F.C. 10	-	-	-	184	100	16	8
Insch - - F.C. 12	82	4	6	58	27	10	0
Insch - - Par. 12	-	-	-	125	15	0	0
Inverury - - F.C. 11	120	0	0	115	30	0	0
Inverury - - Par. 12	-	-	-	147	28	0	0
Inverury, St. Mary's - - Epis. 5	-	-	-	18	34	13	4
Keig - - Par. 2	-	-	-	47	22	0	0
‡Kennay - - Par.							
Kincardine O'Neill F.C. 2	-	-	-	51	20	0	0
Kincardine O'Neill, Village - - Par. 12	-	-	-	52	38	8	4
Kinellar - - Par. 2	-	-	-	81	28	13	4
King Edward - Par. 2	-	-	-	79	24	0	0
Kingswells - F.C. 2	334	0	0	34	22	10	0
Kintore - - F.C. 12	75	0	0	56	12	10	0
‡Kintore - - Par.							
Largie - - F.C. 2	192	0	0	42	12	10	0
Leslie - - Par. 2	-	-	-	55	22	0	0
Lesmore - - G.A. 3	-	-	-	38	28	6	8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.			Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.		
	£	s.	d.		£	s.	d.
ABERDEENSHIRE—*cont.*							
Leylodge - Ch. of S. 2	210	0	0	51	43	15	0
Logie - - Epis. 5	-	-	-	45	30	10	0
Longhill - - G.A. 3	-	-	-	15	21	5	0
Longside - - Par. 11							
Lyne of Skene - F.C. 2	-	-	-	45	1	13	4
‡Machar (New) - Par.							
Meiklefolla - Epis. 5	-	-	-	77	22	0	0
Meldrum, Old - F.C. 11	123	0	0	38	21	10	0
Methlick, Girls - 11	132	0	0	58	32	14	2
Midmar - - Par. 2	-	-	-	51	16	10	0
Migvie - - G.A. 3	-	-	-	53	25	10	0
Mindurno - - G.A.							
Monquhitter - F.C. 11							
Newburgh Side 11	-	-	-	83	20	0	0
Newhills, - - F.C. 11	6	12	6	102	37	1	8
Newseat, Female 1	-	-	-	37	18	15	0
Oyne - - - Par. 3	-	-	-	70	43	10	10
Peterculter - Par.							
Peterhead Academy - - - Par.	*650	0	0				
" "	140	0	0				
Peterhead (Boys) F.C. 10	219	15	0	42	20	0	0
Peterhead (Girls) F.C. 10	-	-	-	153	65	15	0
Peterhead (Female) - - Par. 10	-	-	-	50	12	0	0
Paterhead, East Parish - - G.A.	300	0	0				
Peterhead, St. Peter's - - Epis. 5	-	-	-	143	23	6	8
Peterhead, Union Industrial - Undl.	120	0	0				
Pitsligo, New, Female - - 11	-	-	-	113	49	3	4
‡Pitsligo - - Par.							
Pitsligo, New - Par.							
Pitsligo, New, St. John's - Epis. 5	762	12	0	153	52	10	0
Port Elphinstone (Subscription) - - F.C. 11	103	10	0	77	46	10	0
Rathen - - G.A.	108	10	0				
Rayne, Old, Female - - Ch. of S. 12	-	-	-	53	14	0	0
Rhynie, Girls - 2	-	-	-	47	64	1	8
Rhynie - - Par. 3	-	-	-	63	25	10	0
Savoch - - G.A.	113	0	0				
Skene - - F.C. 2	130	10	0	63	28	13	4
Strichen - - Par. 11	-	-	-	102	16	10	0
Strichen, Female Ch. of S. 11	-	-	-	53	35	4	2
Tarland, Aberdeen Memorial 3	-	-	-	32	10	16	8
Tarves, Girls Estab. Ch. 11	132	0	0				
‡Tarves - - Par.							
Techmuiry, Second Par. 1	-	-	-	38	25	0	0
Tillymorgan - Epis.							
Tornaveen - - Par. 3	-	-	-	50	15	0	0
Torphins - - Par. 3	-	-	-	59	56	5	10
Towie and Cushnie, Female - F.C. 2	-	-	-	40	10	0	0
Tullynessle Ch. of S. 2	148	0	0	31	13	6	8
Tullynessle - Par. 2	-	-	-	50	22	0	0
Turriff - Fem. 11	-	-	-	65	53	8	4
Turriff - - Par. 11	-	-	-	87	16	10	0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid. £ s. d.
ABERDEENSHIRE—*cont.*			
Udny, Female Estab. Ch. 1	- - -	36	13 15 0
Udny - - - F.C. 12	97 7 0	65	38 6 8
Waterton of Echt Par. 2	- - -	58	47 10 0
Wells of Ythan - Par. 3	- - -	90	2 10 0
Whiterashes - Epis. 5	- - -	50	33 3 4
Whitestripes - G.A.			
ARGYLLSHIRE.			
Acha (I. of Coll) - 7	- - -	31	15 0 0
Appin - - F.C. 7	291 12 0	30	20 0 0
Ardentinny - G.A. 6	- - -	32	15 0 0
Ardrishaig - F.C. 7	- - -	70	41 10 0
Ardrishaig - Ch. of S.			
Ardrishaig - Epis. 7	- - -	87	49 0 0
Ardtun - - F.C.			
Ballachulish, South, St. John's - Epis. 8	- - -	70	56 10 0
Barbreck, Female 7	- - -	21	13 0 0
Barcaldine - G.A. 7	- - -	44	40 0 0
Bowmore - - F.C. 7	87 10 0	74	20 0 0
Bowmore - - Par. 7	- - -	84	60 10 0
Bridgend (Islay), Female - Indus. 7	- - -	29	5 0 0
Bridgend - - Par. 7			
Campbelltown, Argyll Street (Elementary Female) 6	- - -	105	54 0 0
Campbelltown, Burgh and Parochial - - 7			
Campbelltown (Dalintober), Miss Campbell's Par. 6	- - -	219	104 15 0
Campbelltown - Epis.			
Campbelltown - F.C. 6	- - -	145	75 11 8
Campbelltown, Kirk Street, Society's - - 6			
Campbelltown Reformatory.			
Campbelltown, United Female School of Industry - - 6	- - -	108	55 0 0
‡Caolis - - F.C.			
Corpach - - G.A.			
Corran (of Ardgour) 7	- - -	25	15 0 0
Craignish - Ch. of S. 7	- - -	28	15 0 0
‡Croish - F.C.			
Dalilongart - G.A.			
Dervaig, Female Industrial - G.A. 8	197 0 0	31	14 0 0
Drumlemble - G.A. 6	- - -	23	15 0 0
Dunoon - - Par. 6	- - -	87	15 0 0
Dunoon, Female Par. 6	- - -	63	9 6 8
Dunoon - - F.C. 10	- - -	54	38 5 0
Dunoon, Female Industrial - F.C. 10	145 0 0	55	30 10 0
Foreland (Bowmore) - - F.C.			
Garvan Christian Knowledge Society's - - 7	- - -	15	12 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid. £ s. d.
ARGYLLSHIRE—*cont.*			
Glenborrodale - G.A. 7	- - -	23	20 0 0
Glencoe - - F.C. 7	- - -	94	42 10 0
Gruinard - - F.C.			
‡Hynish - - F.C.			
Inverary - - F.C. 6	- - -	65	23 0 0
Inverary Burgh Par. 7	- - -	96	31 10 0
Kilcalmonell - Par.	- - -	55	38 0 0
Kilchenzie, Beauluchantine - G.A. 6	- - -	29	13 15 0
Kilcoman - - G.A. 7	- - -	38	7 10 0
Kilcoman - - Par. 7	- - -	41	16 1 8
Killarow, Female 7	- - -	37	13 0 0
Killarow and Kilmeny - - F.C. 7	- - -	80	65 0 0
Killean - - F.C. 6	- - -	28	14 11 8
Killean - - Par. 6	- - -	41	23 0 0
Kilmodan - - F.C. 7	- - -	38	20 0 0
Kilmore - - Par. 8	- - -	53	38 0 0
Kilmun - - Par. 6	- - -	20	20 0 0
Kintraw - - G.A.			
Kirn (Dunoon) - Sess. 7	- - -	50	21 10 0
Kinloch - - G.A.	*75 0 0		
Knapdale, North Par. 6	- - -	48	21 10 0
Lagavulin (Islay) Ch. of S.			
Ledaig - - G.A. 8	- - -	42	8 15 0
Lismore - - Par. 7	- - -	40	20 0 0
Lismore, Female 7	- - -	20	5 0 0
Lochaline - - Sess. 8	100 0 0	44	3 6 8
Lochdonhead - G.A.	82 0 0		
Lochend - - F.C. 6	- - -	105	43 16 8
Lochgilphead - Par. 6	251 0 0	94	25 0 0
Lochgilphead - F.C. 7	- - -	169	59 0 0
Lochgilphead - Epis.			
Lotts - - G.A. 7	- - -	50	15 0 0
Melfort - - F.C. 7	- - -	50	15 0 0
Muluidry - - F.C. 7	- - -	42	15 0 0
Oatfield - - G.A. 6	- - -	39	20 0 0
Oban - - - F.C. 7	150 0 0	107	40 0 0
Oban, Female - 7	- - -	65	35 0 0
Ormsay - - G.A.			
Peninver - - G.A. 6	- - -	27	16 10 0
Poll Strachur - 7	200 0 0	20	23 5 0
Poltalloch, Industrial 8	- - -	77	53 0 0
Port Charlotte, Female Industrial 7	- - -	26	7 10 0
Port Charlotte - G.A. 7	- - -	60	16 10 0
Port Ellen, Infant and Industrial - 7	- - -	61	33 10 0
Portnahaven, Parliamentary - 7	- - -	37	15 0 0
Portnahaven - F.C. 7	73 15 0	70	57 10 0
Rhunahourine - G.A. 7	- - -	54	15 0 0
Salen, Female Industrial - 8	- - -	28	13 0 0
Sandbank - - G.A. 6	357 10 0	39	20 0 0
Southend - - Par. 6	- - -	76	21 10 0
Strone, Female - 6	- - -	32	8 5 0
Tarbert - - F.C. 7	- - -	126	11 13 4
Tarbert - - G.A. 6	- - -	68	7 10 0
Tighnabruaich-Side Par. 7	- - -	112	37 10 0
Tobermory - F.C. 7	- - -	69	8 15 0
Tobermory, Girls' Industrial - G.A.	133 0 0		

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
AYRSHIRE.	£ s. d.		£ s. d.
Alloway, Subscription - - G.A. 5	140 0 0	90	18 0 0
Alton Side - 5			
Annick Lodge Coal Works - 5	- - -	87	12 10 0
Ardeer Iron Works - - 11	- - -	312 46	99 10 0
Ardrossan Industrial 1	108 0 0	89	39 15 10
Ardrossan - - Par. 4	- - -	207	77 5 0
Ardrossan - - Sess. 4	*150 0 0	139	21 15 0
Arnsheen - - 5	- - -	45	10 0 0
Auchinleck - Par.	- - -	115	53 0 0
Auchinleck Female 5			
Ayr - - - Epis. 9	- - -	116	36 10 0
Ayr - - - G.A.	200 0 0		
Ayr, Fish Cross District - - F.C. 4	- - -	131	35 0 0
Ayr, Reformatory Undl.	158 15 0		
Ayr, Smith's Institution - 4	- - -	202	39 0 0
‡Ayr - - - R.C.			
Ballantrae, Glennap Endowed - 5	- - -	14	12 10 0
Ballantrae - - Par. 5	- - -	128	43 0 0
Barr - - - F.C. 5	- - -	31	15 0 0
Barr - - - Par. 5	- - -	65	39 0 0
Barrhill - - F.C. 5	80 0 0	86	51 10 0
Beith - - - F.C. 5	132 0 0	85	58 3 4
Beith - - - Par. 1	109 0 0	102	29 0 10
Beith, Endowed Industrial Ch. of S. 1	- - -	129	22 17 6
Beith, Gateside - 1	- - -	72	15 0 0
Blair Iron Works 11	- - -	238	92 0 0
Blair Mains - Par. 1	- - -	50	27 7 6
Burnside - - 11	- - -	116	21 10 0
Caprington, Infants 12			
Catrine - - F.C. 5	- - -	61	5 0 0
Catrine Public - 5	750 0 0	151	70 6 8
Colmonell, Female Industrial 5			
Colmonell - - Par. 5	- - -	67	43 0 0
Coylton - - Par. 4	- - -	120	42 7 6
Craigmark - - 11	- - -	211	85 0 0
Crosshands, Rural 5	- - -	35	5 0 0
Crosshills - - G.A. 4	- - -	85	69 13 4
Crosshills Female 5	- - -	81	36 10 0
Crosshouse - Par. 4	150 0 0	100	38 15 0
Cumnock, New - F.C. 4	- - -	128	62 16 8
Cumnock, Old - F.C. 4	- - -	89	46 5 0
Dailly - - F.C. 5			
Dailly - - Par. 5	- - -	50	32 7 6
Dalmellington, Ironworks, Waterside - 11	- - -	317	69 5 0
Dalmellington, Joint - - S. 12	- - -	63	15 0 0
Dalry - - - Par. 4	- - -	326	125 10 0
Dalry, Female Industrial Ch. of S. 4	- - -	140	59 15 0
Dalry - - - F.C. 5	66 10 0	195	108 16 8
Dalry, Kersland Barony - Ch. of S. 4	138 0 0	177	76 0 0
Dalry, Love Lane G.A. 11	- - -	77	16 10 0
Darnconnor Ch. of S. 11	- - -	120	53 10 10
‡Darvel - - F.C.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Darvel Hastings' 12	- - -	70	15 0 0
Drybridge, Subscription - Ch. of S. 5	205 0 0	30	10 0 0
Dundonald - Par. 5	- - -	55	20 0 0
Dundonald, Old Rome - - F.C.			
Dunlop - - F.C. 5	- - -	45	5 0 0
Eglinton, Iron Works - - G.A. 11	637 0 0	180	101 6 8
Fenwick - - Par. 1	- - -	40	8 5 0
Fisherton - - G.A.	67 10 0		
Fullarton - - F.C. 4	156 3 4	207	89 7 6
Fullarton - - G.A. 4	- - -	150	60 10 0
Galston - - Par. 4	- - -	111	62 6 8
Galston, Public - 11	- - -	205	45 10 0
Girvan, Charity 5	195 0 0	105	74 10 0
Girvan - - F.C. 5	- - -	67	20 0 0
Girvan, Industrial Epis. 9	- - -	120	44 0 0
Girvan, Henrietta Street, Female 5	- - -	100	50 10 0
Girvan - - Par. 4	- - -	157	96 5 0
Glengarnock, Iron Works - 5	- - -	220	103 13 4
Hairshaw - - 6			
Hurlford and Portland Iron Works, Subscription Estab. Ch. 11	497 3 6	345	191 16 8
Irvine Public and Industrial - 11	310 0 0	185 35	110 6 8
Kerse Colliery.			
Kilbirnie - - Par. 4	- - -	145	37 17 6
Kilbirnie, Female Industrial Ch. of S.	115 16 3		
Kilbirnie - - F.C. 5	203 0 0	94	63 0 0
Kilbride, West, Female Industrial - - 1	213 6 0	38	5 0 0
Kilbride, West - F.C. 4	- - -	75	34 7 6
Kilbride, West - Par. 1	- - -	127	37 0 0
‡Kilgrammie - Undl.			
Kilkerran (Hill Side) - - 5	- - -	58	15 0 0
Kilmarnock Academy.			
Kilmarnock - Epis.			
Kilmarnock, Female Industrial 12	- - -	140	28 6 8
Kilmarnock - Free 11	- - -	168 105	5 7 6
Kilmarnock, Industrial, High F.C. 4	- - -	101	48 11 8
Kilmarnock, Reformatory.			
Kilmarnock, Town Head District - 4	140 13 4	245	95 11 8
Kilmaurs - - Par. 4	- - -	90	47 3 4
Kilmaurs, Female Burgh - 1	- - -	55	11 13 4
Kilwinning - Par. 4	- - -	266	103 10 0
Kingsford, Subscription - - 4	- - -	37	5 10 0
Kirkoswald - Par. 5	- - -	80	55 10 0
Largs, Brisbane, Endowed - 10	- - -	130	75 15 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Largs - - - F.C.	225 15 0		
Largs, Female Industrial Ch. of S. 5	103 2 6	80	36 10 0
Largs, Female Industrial - F.C. 10	- - -	88	31 0 0
Largs, New (Lade Street) - F.C.	403 13 4		
Largs - - - Par. 5	- - -	115	68 0 0
Lendal - Ch. of S. 5	120 0 0	37	8 6 8
‡Loudoun - - Par.			
Lugar Iron Works Ch. of S. 11	577 0 0	239 / 18	133 10 0
Mauchline, New Educational Institution - - 11	- - -	161	16 10 0
Maybole, Industrial - Epis. 9	- - -	121	35 0 0
Maybole, Female Industrial - F.C. 5	- - -	75	20 0 0
Maybole, West Church - - 4	- - -	137	27 2 6
Monkton - - F.C.			
Muirkirk Iron Works - - 11	- - -	221 / 35	63 3 4
Muirkirk - - Par.			
Newmilns - - F.C. 4	252 0 0	181	102 4 2
Newton-on-Ayr F.C. 4	180 0 0	140	64 0 0
Newton-on-Ayr Par. 10	- - -	224	62 1 8
Ochiltree - - F.C. 4	100 0 0	55	19 14 2
Perceton - - F.C. 5	- - -	92	15 0 0
Pinwhiry - Ch. of S. 5	100 13 8	41	15 0 0
Prestwich, Burgh Ch. of S. 12	- - -	51	16 10 0
Riccarton - - Par. 7	- - -	107	21 13 4
Riccarton, New Street - - 5	- - -	100	15 0 0
Riddance Works 11	- - -	105	27 10 0
Saltcoats - - F.C. 5	363 4 0	138	54 6 8
Saltcoats - - R.C. 4	- - -	45	1 13 4
Saltcoats, Ryle's Hill - - - Par.	*150 0 0		
Sorn - - - Par. 4	- - -	138	68 10 0
Stair - - - Par. 5	- - -	51	23 0 0
Stevenston - Par. 4	- - -	140	25 16 8
Stewarton - - F.C. 4	158 0 0	78	49 10 0
Stewarton, Institution - - 11	- - -	157	91 7 6
Symington - F.C.			
Tarbolton, Female Subscription - - - 5			
Tarbolton - - Par. 4	- - -	117	47 0 0
Tarbolton, Subscription - - 4	- - -	99	30 8 4
Troon Academy Ch. of S. 4	167 10 0		
Troon - - F.C. 4	- - -	104	64 3 4
Wallacetown Works 12	- - -	64	20 0 0
Whitletts, Feuars 12	71 0 0	80	26 10 0
BANFFSHIRE.			
Aberchirder - G.A. 12	321 0 0	178	90 14 2
‡Alvah - - Par.			
Arradoul Female Industrial - F.C. 3	171 0 0	34	17 6 8
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.
Banff, St. Andrew's - Epis. 5	- - -	86	21 13 4
Banff, Wilson's Educational Institution - Ch. of S. 10	*100 0 0	130	50 0 0
Bellie - - Par. 11	- - -	98	55 10 0
Boharm, Second Par.	214 0 0		
Botriphnie - Par. 2	- - -	57	20 12 6
Buckie - Epis. 5			
Buckie - - F.C. 10	- - -	179	59 0 0
Buckie, United Pres. 11			
Chapeltown - R.C. 4	- - -	91	66 10 0
Cullen - - F.C. 10	- - -	91	41 0 0
Cullen - - Par. 1	- - -	96	62 18 4
Cullen Seatown -	31 17 3		
Deskford - - Par. 1	- - -	62	19 5 0
Deskford - - F.C.			
Dufftown, Mixed R.C. 4	- - -	64	36 0 0
Edingight - Ch. of S. 12	- - -	31	20 8 4
Enzie - - F.C. 3	- - -	58	23 15 0
Enzie, Society - School - - 2	- - -	65	35 0 0
Fordyce - - F.C.	69 0 0		
Fordyce, Industrial - Ch. of S.			
Forglen, Female 1	- - -	48	41 16 8
Glenlivat - - G.A. 2	- - -	42	31 13 4
Glenrinnes - G.A. 2	- - -	45	28 6 8
Grange (by Keith) F.C. 1	- - -	45	30 0 0
Grange - - Par. 2	- - -	65	31 5 0
Inverkeithnie, (Downies) - F.C. 1	- - -	67	42 10 0
Keith - - F.C. 10	- - -	120	64 0 0
Keith - - Par. 11	- - -	191	93 10 0
Kirkmichael - Par. 3	- - -	49	15 0 0
Linhead, Female 1	- - -	69	43 0 0
‡Longmanhill Endowed Estab. Ch.			
Longmanhill, Lord Fife's - 1	- - -	58	17 10 0
Macduff - - Par. 11			
Macduff - - F.C. 10	353 11 0	311	105 16 8
Marnock, New - F.C. 1	- - -	169	138 2 6
Mortlach, Dufftown Estab. Ch.	297 12 0		
Mortlach, Female Ch. of S.	- - -	70	41 5 0
New Mill, Society's. 2	- - -	65	47 18 4
Ordiguhill - Par.	- - -	80	45 18 4
Park, Girl's - 1	- - -	52	41 6 8
Pitgair, Female Par.	- - -	49	50 16 8
Port Gordon Ch. of S. 2	- - -	68	81 15 0
‡Portnochie - G.A.			
Portsoy, Grammar Par. 11	180 0 0		
Portsoy, Female Industrial - 11	107 0 0	55	32 10 0
Protston Hill - Par. 1	- - -	89	29 11 8
Rathven - - Par. 2	- - -	84	65 12 6
Rothiemay - Par. 2	- - -	65	49 15 10
Rothiemay - F.C. 1	- - -	151	61 17 6
Tomintoul, Parliamentary - Par. 3	- - -	85	47 13 4
Tomintoul - R.C. 4	- - -	95	59 0 0
Tomintoul, Female - - 3	- - -	14	8 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
BERWICKSHIRE.	£ s. d.		£ s. d.
Abbey, St. Bathan's Par. 3	- - -	33	17 10 0
Allanton - - 3			
Auchincrow Estab. Ch.	175 0 0		
Ayton, Infant and Sewing - 3	- - -	86	18 15 0
Ayton - - Par. 3	- - -	44	18 15 0
Ayton, Female.			
‡Berwick, Girls, Industrial.			
Brigham, District Ch. of S.			
Boston - - F.C. 2	- - -	108	42 10 0
Burnmouth - G.A. 3	188 0 0	60	25 0 0
Coldingham (Auchincrow) Undl. 3	- - -	50	18 15 0
Cranshaws - Par. 3	- - -	50	22 10 0
Dunse - - Par. 3	- - -	105	76 5 0
Earlstown - - F.C. 2	- - -	68	20 0 0
Eyemouth - - F.C. 2	225 0 0	152	67 10 0
Eyemouth - - Par. 3	- -	153	117 15 0
Greenlaw - - F.C. 2	245 10 0	125	37 1 8
Lauder - - F.C. 2	- - -	83	20 0 0
Lauder, Industrial and Infants - - 4	- - -	39	28 15 0
Lauder - - Par. 4	- - -	90	92 0 0
Leitholm - - F.C.			
Mertown - - Par. 3	- - -	61	28 15 0
Milne Graden - Par. 3	- - -	46 25	25 0 0
Ninewells - Ch. of S. 3	- - -	65	20 12 6
Paxton Village Ch. of S. 3	- - -	40	45 0 0
Paxton, Girls and Infants - - Par. 3	- - -	30	18 15 0
Renton Estab. Ch.	50 0 0		
Reston - - Par. 3	68 0 0	85	49 7 6
Swinton - - F.C. 2	- - -	81	21 10 0
BUTESHIRE.			
Brodick, Endowed 7	- - -	81	21 10 0
Bute, Ragged Industrial.			
Corrie (Arran) Endowed - - 7			
Cumbrae (Isle of) F.C. 10	- - -	67	76 0 0
‡Kamesburgh, Congregational - F.C.			
Kingarth - - F.C.			
Lamlash Female Industrial - 7	- - -	26	13 0 0
Lamlash - - Par. 7	- - -	72	18 0 0
Port Bannatyne F.C. 10	- - -	30	32 5 0
Rothesay - - G.A.	118 0 0		
Rothesay, East and West - F.C. 4	- - -	103	40 0 0
Rothesay, East - F.C. *a*			
Shiskine Side - Par. 8	- - -	60	9 12 6
Sliddery - - G.A. 7	- - -	38	20 0 0
Whitingbay, Female - - - 7	- - -	21	5 16 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
CAITHNESS-SHIRE.	£ s. d.		£ s. d.
‡Achow - - F.C.			
Barrock - - G.A. 7	- - -	52	37 10 0
Berriedale - - G.A. 7			
‡Bruan - - F.C.			
Canisbay - - F.C. 4	- - -	34	13 15 0
‡Canisbay - - Par.			
Dunn - - - G.A.			
‡Dunnet - - Par.			
Forss - - - G.A.			
Freswick - - G.A. 7	- - -	37	21 10 0
Gersa - - - F.C. 4	- - -	40	18 6 8
Halkirk, Female F.C. 4	- - -	39	5 16 8
Halkirk, Congregational - - F.C.			
Halkirk - - Par. 7	- - -	62	42 10 0
John o'Groats - G.A. 7	- - -	36	15 0 0
‡Keiss, Congregational.			
Keiss, Parliamentary - - - 7	- - -	39	20 0 0
Latheron - - Par. 7	- - -	85	65 10 0
Leurery - - G.A. 7	- - -	66	35 0 0
Lybster - - F.C. 4	83 0 0	95	35 17 6
‡Mey Society's Estab. Ch.			
‡Newlands - - F.C.			
Olrig, Female - 4	- - -	40	24 0 0
Olrig - - - F.C.			
Pulteneytown Academy - Undl. 7	*400 0 0	161	76 10 0
Pulteneytown - F.C. 4	112 0 0	137	43 6 8
Staxigoe Society's.			
Stroma Society's.			
Thrumster - G.A.			
Thurso, Benevolent Female - 4	- - -	121	55 16 8
Thurso - - F.C. 6	- - -	121	50 19 0
Toftingall - G.A. 7	- - -	13	18 0 0
Ulbster Society's.			
Watten - - F.C. 4	262 0 0	32	33 15 0
Wick - - - F.C. 4	- - -	199	83 15 0
CLACKMANNANSHIRE.			
Alloa - - Epis. 2	- - -	159	52 2 6
Alloa Juvenile and Infants' - 6	401 0 0	153	72 5 0
Alloa Ragged and Industrial - *b*			
Clackmannan Ch. of S. 6	140 0 0	115	42 10 0
Clackmannan, Female - - - 6	- - -	44	13 0 0
Coalsnaughton, Subscription.			
Forestmill, Subscription - - 3			
Kennett Village 6	- - -	47	8 15 0
Menstrie, Subscription - - 11	- - -	71	43 10 10
‡Sauchie, Subscription.			
Tillicoultry Academy - - 11	- - -	130	46 10 0
Tillicoultry - Par. 11	- - -	79	57 11 8
Tullibody, Subscription - - Par. 11	- - -	142	54 0 10

a Now incorporated with Rothesay, West, F.C. *b* Inspection declined.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
DUMBARTONSHIRE.	£ s. d.		£ s. d.
Alexandria - Par. 10	250 0 0	210	92 10 0
Alexandria - F.C. 11	120 0 0	54	36 0 0
Arrochar - - Par. 2	- - -	48	11 5 0
Bonhill, Female Sess. 10	- - -	46	15 0 0
Bonhill, Female Industrial - *a*			
Bonhill - - Par. 10	- - -	105 / 113	75 3 4
Bowling, Public 10			
Cardross - - Par. 2	- - -	90	21 13 4
Cumbernauld - Par. 6			
Cumbernauld, Female - - 3	- - -	30	4 3 4
Dalmonach Endowed - Ch. of S. 10	- - -	199	76 13 4
Dalmuir, Subscription.			
Dumbarton, Burgh Academy.			
Dumbarton - Epis. 9	- - -	124	42 1 8
Dumbarton - F.C. 12	112 0 0	114	38 15 0
Dumbarton - R.C. 4	- - -	76	13 15 0
Dumbarton - Wes. 10	- - -	80	7 10 0
‡Duntocher - F.C.			
Duntocher Works 12	- - -	115	31 10 0
Faifley - - Ch. of S.			
Gairlochhead, Public 2	- - -	30	10 0 0
Garscadden Works 12	- - -	150 / 28	29 3 4
Helensburgh - F.C.	240 0 0		
Helensburgh, Grant Street Mission 12	- - -	174	62 15 0
Helensburgh, Quoad Sacra - Ch. of S. 10	- - -	144	58 11 8
Helensburgh, Ragged Industrial.			
Helensburgh, Trinity - - - Epis. 9	- - -	34	21 10 0
Jamestown, Bonhill - - - F.C. 11	- - -	68	21 10 0
Kilcreggan - F.C. 12	423 0 0	52	45 5 0
Kilpatrick, New Par. 2	- - -	40	8 3 4
Kilpatrick, Old - Par. 6			
Kilpatrick, Old - F.C. 12	- - -	91 / 13	55 2 11
Kirkintilloch Industrial - - 3	- - -	86	33 6 8
Kirkintilloch Kerr Street, Self-supporting - - 3	- - -	96	52 6 8
Kirkintilloch (The Oswald and Kirk-Session Schools) Ch. of S. 11	650 0 0	164	61 17 6
Knockderry, Mixed 2	- - -	34	8 15 0
Luss - - - Par. 2	- - -	43	13 8 4
Muirhead, South 3	- - -	58	21 7 6
Muirland Side - G.A.			
Renton, Female - G.A. 10			
Renton, Infant and Female Industrial - - 11	- - -	44	12 0 0
Renton, Public - F.C. 11	- - -	110	58 11 8
Shandon - - F.C. 11	- - -	31	18 0 0
Waterside - - Undl.	87 5 0		

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
DUMFRIESSHIRE.	£ s. d.		£ s. d.
Annan - - Par.			
Annan, Infant and Industrial - - G.A. 6	- - -	214	78 18 4
Annan Bonshaw Par.	200 0 0		
Brydekirk - Par. 6	145 0 0	34	16 10 0
Brydekirk Infant and Female Industrial - - 6	88 18 0	61	25 0 0
Carlaverock - Par. *b*			
Cummertrees - Par. 6	- - -	61	40 0 0
Dumfries - - Epis. 3	- - -	77	35 15 0
Dumfries and Maxwelltown Educational Society's Common F.C.	96 0 0		
Dumfries and Maxwelltown Ragged and Reformatory.			
Dumfries, Ladies' Benevolent Society's Estab. Ch. 6	27 11 8	200	90 18 4
Dumfries, St. Andrew's - - R.C. 6	- - -	179	44 16 8
Dunscore - - F.C.	212 0 0		
Ecclefechan, Infant and Industrial - - 6	*50 0 0	36	30 0 0
‡Ecclefechan - F.C.			
Gasstown - - Par.	45 0 0		
Glencairn - - F.C. 4	- - -	55	34 10 0
Glencaple - - 6	- - -	53	20 0 0
Goodhope - Ch. of S. 11			
Hightae - - F.C. 4	11 0 0	56	30 0 0
Hoddam - - Par. 6	- - -	124	16 10 0
Holywood - - Par. 6	- - -	50	17 18 4
Kirkmahoe - F.C. 4	- - -	43	42 1 8
Kirkpatrick Fleming - - - F.C.			
Kirkpatrick, juxta Parish - - 6	- - -	87	21 5 0
Langholm - - Par. 6	- - -	112	75 0 0
Langholm, Infant.			
Langholm - - F.C. 4	207 0 0	117	89 10 0
Locharbriggs - G.A.	50 0 0		
Lochmaben - F.C. 4	15 0 0	96	59 13 4
Lochmaben - Par. 6	208 9 0	123	68 18 4
Lockerby, Industrial - - F.C. 4	320 0 0	99	102 0 0
Newton, Girls' - 6	- - -	39	10 0 0
Penpoint - - Par. 6	- - -	110	43 16 8
Ruthwell - - F.C. 12	- - -	37	18 15 0
Sanquhar - - Par. 6	- - -	144	57 0 0
Shielhill, Tinwald - - Par 6	- - -	38	26 2 6
Sibbaldie - - Par. 6	- - -	55	35 0 0
Tinwald Parish (Amesfield) - Par. 6	54 0 0	53	10 10 0
Torthorwald, 2nd Par. 6	- - -	58	18 0 0
Tynron - - Par. 6	- - -	23	7 10 0
Trohoughton - G.A.	30 0 0		
EDINBURGHSHIRE.			
Balerno Subscription Ch. of S. 2	203 16 6	91	53 15 0

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Barnton, Female Industrial - 1	- - -	47	13 10 0
Borthwick - Par. 2	- - -	65	35 10 0
Borthwick, Gorebridge, Heritor's - - 2	- - -	55	26 5 0
Calder, East, Subscription - 2	192 2 6	76	13 15 0
Calder, Mid, Female - - 3	90 0 0	70	33 10 0
Calder, West - Par. 2	- - -	115	35 8 4
Carrington - Par. 1	- - -	67	20 0 0
Cockpen - - F.C. 2	168 0 0	142	25 0 0
Colinton and Currie - - F.C. 1	117 0 0	60	21 10 0
Coltbridge (Lord Mackenzie's) - F.C. 2	103 10 0	125	59 0 0
Cortstorphine - Par. 2	- - -	99	31 10 0
Cousland, District - - - F.C. 1	177 17 6	62	19 3 4
Cramond - - Par. 1	- - -	61	34 2 6
Cramond - - F.C. 2	124 0 0	76	40 16 8
Cramond Lennie 1	85 0 0	46	15 0 0
Crichton, Female Par. 2	- - -	104	10 0 0
Dalkeith Academy - - F.C. 1	248 0 0	206	81 11 8
Dalkeith, Duke of Buccleuch's - 1	- - -	87	16 2 6
Dalkeith, Buccleuch, Infant - 1	- - -	92	22 2 6
Dalkeith - - Sess. 1	- - -	57 16	11 13 4
Dalkeith, Poors Sch.			
Dalkeith, St. David's - - R.C. 2	- - -	67	30 0 0
Dalkeith, St. Mary's - - Epis. 2	- - -	143	30 14 2
Dalmahoy, St. Mary's - - Epis. 2	- - -	80	35 15 0
Davidson's Mains Ch. of S. 1	- - -	87	11 5 0
Edinburgh, Buccleuch - - Sess.	*750 0 0		
Edinburgh, Canongate - Burgh 7	250 0 0	217	109 11 8
Edinburgh, Canongate - - Sess. 7	*350 0 0	85	55 12 6
Edinburgh, Canongate, Christian Society's, Male - - 7	- - -	79	44 7 6
Edinburgh, Canongate, Christian Society's Female - - 7	- - -	99	89 2 6
Edinburgh, Canonmills, St. Mary's F.C. 6	150 5 0	103	45 0 0
‡Edinburgh, Canonmills, St. Mary's Sess.			
Edinburgh, Causewayside - - F.C. 6	- - -	53	4 10 0
Edinburgh, Chalmers', Westport, Territorial - F.C. 7	- - -	208	107 12 6
Edinburgh, Dean Chalmers' - F.C. 6	- - -	180	107 6 8
Edinburgh, Dr. Thomson's - F.C. 7			
Edinburgh, Fountain Bridge - F.C. 6	145 0 0	206	105 1 8
Edinburgh, Fountain Bridge, West, Female Industrial 1	- - -	124	51 10 0
Edinburgh, Free High Ch. (Advocate's Close) 5	- - -	53	13 15 0
Edinburgh, Free, New North - F.C. 7	- - -	373	170 5 0
Edinburgh, Greenside, (Dr. Bell's) 7			
Edinburgh, Greenside, Infants - 7	148 0 0	126	60 12 6
Edinburgh, High Church - - - Sess.			
Edinburgh, High Riggs, St. Cuthbert's - - F.C. 6	- - -	170	80 12 6
Edinburgh, Holyrood - - - F.C. 6	- - -	224	116 16 8
‡Edinburgh, Holy Trinity - - Epis.			
Edinburgh, John Street, Indust. 5	- - -	81	17 10 0
Edinburgh, Lancasterian - - 2	- - -	471	206 1 8
Edinburgh, Leven Lodge.			
Edinburgh, Model - - G.A. 10	- - -	693	298 5 0
Edinburgh, Model F.C. 6	303 0 0	516	386 7 6
Edinburgh, New Grey Friars - Sess.	254 0 0		
Edinburgh, Niddry St. (Dr. Bell's) Ch. of S. 7	- - -	564	322 10 0
Edinburgh, Northern District - F.C. 7	605 0 0	148	169 18 4
Edinburgh, Old Grey Friars - G.A.	*845 0 0		
Edinburgh, Mariouville, Original Ragged.			
Edinburgh, Original Ragged (Ramsay Lane), Industrial.			
Edinburgh, Pilrig F.C. 6	226 0 0	214	145 6 8
Edinburgh, Pleasance Territorial F.C. 7	281 0 0	268	167 2 6
Edinburgh (Roxburgh Street) - F.C.			
Edinburgh, St. Andrew's Hall Epis. 11	- - -	130	67 0 0
Edinburgh, St. Andrew's - R.C. 2	- - -	143	61 15 0
Edinburgh, St. Ann's, Niddry Street - - R.C. 2	- - -	240	112 15 0
Edinburgh, St. Bernard's - Sess. 1	23 6 8	175	44 0 0
Edinburgh, St. Columba's - Epis. 11	230 0 0	58	25 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, St. George's - Epis. 11	- - -	76	31 5 0
Edinburgh, St. George's Local G.A. 4	- - -	356	103 0 0
Edinburgh, St. Ignatius - - R.C. 2	- - -	161	75 1 8
Edinburgh, St. John's, Practising - - Epis. 11	- - -	290	109 3 4
Edinburgh, St. John's - - Par. 2	- - -	59	30 10 0
Edinburgh, St. Mary's Female Indust. Epis. 11			
Edinburgh, St. Mary's - - Sess. 7	- - -	301	193 15 0
Edinburgh, St. Mary's (Lothian Street) - - R.C. 2	1,200 0 0	226	118 0 0
Edinburgh, St. Mary's (Horse Wynd), Infant R.C. 2			
Edinburgh, St. Mary's - - R.C. *a*			
Edinburgh, St. Catherine's - R.C. *a*			
Edinburgh, St. Patrick's (Market Street) - - R.C. 2	- - -	231	98 3 4
Edinburgh, St. Paul's (Carrubber's Close) - Epis. 3			
Edinburgh, St. Paul's District F.C. 7	300 0 0	223	135 11 8
Edinburgh, St. Stephen's - G.A.	*800 0 0		
Edinburgh, Stockbridge - F.C. 6	- - -	159	42 15 0
Edinburgh, (Thistle Street), (Maclean's) Ch. of S. 3	- - -	161	68 0 0
Edinburgh, Tolbooth - - Sess.	*600 0 0		
Edinburgh, Tolbooth - - F.C. 7	- - -	91	52 15 0
Edinburgh, Trinity - - Epis. 11	- - -	241	71 0 0
Edinburgh, Tron Church, Female Industrial -	- - -	72	40 0 0
Edinburgh, United Industrial).			
Edmonstone, Colliery - Ch. of S. 4	- - -	68	12 1 8
Edmonstone, Female - Ch. of S. 4	- - -	50	32 15 0
Fisherrow, English 1	- - -	127	71 0 0
Fisherrow - - F.C. 1	- - -	121	61 10 0
Fisherrow (Back of) Ragged - F.C. 1	204 0 0	98	38 0 10
Gilmerton, Female 1			
Glencross - - Par. 2	- - -	115	33 0 10
Gogar, Female Ch. of S.			
Juniper Green, Female - Ch. of S. 2	80 0 0	53	15 0 0
Kirknewton - Par. 2	- - -	62	29 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Lasswade, Subscription - - 4	- - -	82	16 5 0
Lasswade (Whitesbill Colliery) Subscription Ch. of S. 4	- - -	124	52 0 0
Leith, Hay's Mechanics' - - 4	- - -	94	30 8 4
Leith (Mariners') F.C. 7	*490 0 0	213	189 10 0
Leith - - R.C. 2	- - -	205	5 16 8
Leith, St. James' Epis. 2	735 0 0	415	175 6 8
Leith, St. John's F.C. 7	*550 0 0	212	80 16 8
Leith, South - F.C. 7	650 0 0	238	136 11 8
Leith, South - Par. 3			
Liberton - - F.C. 3	- - -	73	41 10 0
Loanhead, Subscription - - 4	115 4 0	134	49 0 0
Meadowbank, Female Indust. Ch. of S. *b*			
Morningside - F.C.	108 15 0		
Morningside, Subscription - - 3	- - -	57	44 0 0
Musselburgh Ch. of S. 2	- - -	80	31 10 0
Nellfield, Infant (Private Sch.) Ch. of S. 2	- - -	29	31 5 0
Newbattle - - Par.			
Newbattle (Collieries) - Ch. of S. 4	- - -	237	76 3 4
Newbiggin - F.C. 1	- - -	150	40 6 8
Newhaven - G.A.	*311 0 0		
Newhaven, Free Fisherman's Society - - 7	- - -	76	17 0 0
Newhaven, Victoria 7	- - -	101	46 10 0
Newhaven, Madras, Ch. of S. 3	- - -	198	39 10 0
Newington, Ch. Congl. 2	- - -	130	7 13 4
Newington - F.C. 7	300 0 0	257	163 10 10
Newlandrig, Subscription - - 2	- - -	42	1 13 4
Pathhead Ford - F.C. 5			
Penicuick - F.C. 2	81 0 0	126	48 3 4
Penicuick Ch. of S. 4	188 0 0	81	36 10 0
Portobello - - Epis. 2	- - -	65	49 10 0
Portobello, Female 1	- - -	62	37 10 0
Portobello - - F.C. 7	- - -	73	32 11 8
Ratho, Female Ch. of S. 2	- - -	40	23 15 0
Ratho, New Subscription Ch. of S. *c*			
Roslin - Ch. of S.			
Roslin - - F.C. 3	- - -	39	30 0 0
Slateford, St. Cuthbert's, Subscription - - 2	*100 0 0 139 10 0	107	57 0 0
Stobhill - - G.A. 4	202 10 0	141	34 10 0
‡Stobhill, Mission F.C.			
Temple - - F.C.			
Valleyfield, Infant and Industrial - - 2	- - -	84	54 0 0
Water of Leith, Original Infant 7	- - -	109	80 6 8
Wilkieston - F.C. 2	117 0 0	55	24 14 2

a Now a portion of St. Mary's, Lothian Street, R.C.

b Inspection declined.

c School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
	£ s. d.		£ s. d.
ELGINSHIRE.			
Archiestown - G.A.	101 0 0		
Bishopmill - G.A. 11	289 0 0	178	22 10 0
Burghead - - F.C. 11	- - -	113	21 10 0
Burghead - - G.A. 11	- - -	74	20 0 0
Clackmarras District. Duffus - - Par. 12			
Elchies - - Par. 2	- - -	51	19 5 0
‡Elchies, Second Par.			
Elgin, Anderson's Institution - Free 11	- - -	252	58 3 4
Elgin - - Epis. 8	166 0 0	80	70 0 0
Elgin, Girls - Undl. 10	*150 0 0 }	218	79 10 0
" - "	79 13 0 }		
Elgin, Trades' - - 10	*120 0 0	119	38 0 0
Findhorn - - F.C. 11	- - -	71	20 0 0
Fochabers, Milnes' Free - Ch. of S. 10	- - -	223	62 0 0
Forres - - Epis.			
Forres Female Industrial - 11	70 0 0	108	65 0 0
Forres, Infant - 11	- - -	128	37 0 0
Garmouth, Christian Society's - - 11			
Garmouth - - F.C. 11	80 0 0	51	16 10 0
Hopeman - - G.A. 11	- - -	96	40 0 0
Hopeman - - F.C. 11	- - -	66	12 10 0
Kinloss - - Par. 2	- - -	36	21 0 0
Knockando, Female Industrial Ch. of S. 2	124 10 0	23	13 6 8
Logie - - - 3	- - -	89	95 13 4
Lossiemouth - F.C. 11	- - -	135	51 10 0
Lossiemouth, Boys G.A. 11	522 1 6	154	55 10 0
Lossiemouth, Girls G.A. 11	- - -	84	55 0 0
Rothes Society, Female - - 2	- - -	56	37 3 4
St. Andrew's, Lhanbryd - Par. 2	- - -	44	21 13 4
‡Speymouth - Par.			
Spynie, New - Par. 12			
Urquhart - - Par. 2	- - -	68	19 5 0
Urquhart - - F.C. 3	- - -	86	54 3 4
FIFESHIRE.			
Aberdour - - F.C. 11	- - -	50	42 10 0
Aberdour - - Par. 4	- - -	79	35 10 0
Andrew's, St., (Madras College) - - 7	- - -	265	18 0 0
Andrew's, St., Infants - Ch. of S. 7	200 0 0	100	24 0 0
Andrew's, St. (Fisher's) Ch. of S. 7	360 0 0	237	85 0 0
Anstruther, Easter F.C. 11	222 0 0	169	42 10 0
Auchtermuchty F.C. 10	65 0 0	96	29 5 0
Auchtermuchty, Madras - - 5	278 0 0	95	40 3 4
Auchtermuchty Par. 5	- - -	128	46 10 0
Balmerino - Par. *a*			
Blebo Craigs, Girls' *b*			
Bogie, West - F.C. 10	38 15 0	56	17 10 0
Bonerbo, Female 11	- - -	35	8 6 8

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	£ s. d.		£ s. d.
FIFESHIRE—*cont.*			
‡Boreland - - Par.			
Brunton, Flisk, and Creich - F.C.	80 0 0		
Buckhaven, Links- 6	- - -	127	66 10 0
Buckhaven Village, Subscription - 6	500 0 0	124	84 10 0
Burnside, Subscription - 3	- - -	87	28 6 8
Burnside, Endowed	45 10 0		
Burntisland Burgh 6	- - -	162	87 15 0
Burntisland - Epis. 2	- - -	133	49 6 8
Burntisland, Infants - - F.C. 10	- - -	104	35 0 10
Cameron - - Par. 5			
Carnbee - - F.C. 11	151 0 0	67	15 0 0
Cellardyke, Female 6	*110 0 0		
Ceres - - - Par. 5	- - -	193	70 5 0
Ceres, Female Industrial - 5	- - -	47	14 0 0
Cluny, Colliery Estab. Ch.			
Colinsburgh, Self-supporting - - 5	95 0 0	75	17 10 0
Collessie - - Par. 4	- - -	72	25 0 0
Collessie - - F.C.	120 0 0		
Crail Burgh - 6			
Crail, Town and Parochial - 6	- - -	52	60 10 0
Cupar, Madras Ch. of S. 7	- - -	177	57 12 6
Cupar (Madras Academy) South Branch - - 7	170 0 0	153	47 8 4
Dairsie - - Par. 6	- - -	32	16 10 0
‡Dairsie - - F.C.			
Dalgety - - Par. 4	- - -	86	39 0 0
Denhead, Subscription - Ch. of S.	67 10 0		
Denino - Ch. of S. 6	- - -	52	16 10 0
Donibristle, Colliery 6	- - -	88	47 18 4
Dunbog - - Par. 5	- - -	44	40 0 0
Dunfermline Abbey F.C. 10	400 0 0	124	70 18 4
Dunfermline, Female Industrial Ch. of S. 7	645 0 0	508	146 18 4
Dunfermline, Golfdrum (M'Lean's) G.A. 7	367 0 0	267	86 0 0
‡Dunfermline, Wilson's Institution.			
Dunfermline, St. Leonard's Works 7	- - -	217	126 15 0
Dunfermline, Trinity - - Epis.			
Dunshelt - Ch. of S.			
Dysart, Burgh and Parochial.			
Dysart, Industrial 7	- - -	127	15 0 0
Dysart, Subscription 7	*330 0 0 } 140 0 0 }	75	64 8 4
Earlsferry, Infant and Industrial F.C. 10	78 0 0	45	32 10 0
Earlsferry, Subscription - - 5	112 17 8	63	20 0 0
Easter Fernie, Boys' Sess. - G.A.	88 0 0		

a Inspection declined.

b School closed.

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	£ s. d.		£ s. d.
FIFESHIRE—*cont.*			
Elie - - Ch. of S. 5	- - -	56	45 10 0
Falkland - - Par.	- - -	98	17 10 0
Ferryport-on-Craig Par. 5	- - -	122	31 10 0
Ferryport-on-Craig F.C. 7	124 0 0	146	68 10 0
Flockhouse - F.C. 3	- - -	60	10 0 0
Forgan - - Par. 5	- - -	72	57 3 4
Forth, Iron Works 6	- - -	368 / 60	76 10 0
Freuchie, Girls - 5	- - -	49	15 0 0
Freuchie, Subscription - - 5	- - -	102	20 0 0
Gallatown, Subscription - - 11	434 16 0	118	40 0 0
Gilston, New, Subscription Ch. of S.	53 0 6		
Kelty - - - F.C. 3	- - -	84	2 10 0
Kembach - - Par.			
Kennoway - - Par. 6	- - -	168	80 0 0
Kettlebridge, Subscription - 4	- - -	61	21 10 0
Kilconquhar - Par. 5	- - -	112	45 3 4
Kinghorn - - F.C. 10	- - -	58	23 0 0
Kingsbarns - Par. 6	- - -	100	43 6 8
Kirkcaldy, Burgh G.A.			
Kirkcaldy, Industrial Ragged.			
Kirkcaldy, Stewart's Lane, Female Subscription - - 10	- - -	100	30 16 8
Ladybank - Ch. of S. 5	264 0 0	96	68 0 0
Largo Durham, Charity - Ch. of S. 5	144 0 0	99	53 14 2
Largoward, Subscription - - 5	- - -	70	16 10 0
Lassodie Colliery 6	- - -	84	7 10 0
Leslie - - - Par. 6	*430 0 0	161	55 18 4
‡Letham, Lady Leven's.			
Letham, Subscription Ch. of S. *a*			
Leuchars - - Par. 5	- - -	130	74 10 0
Leven - - F.C. 10	- - -	133	33 0 0
Limekilns, Village 6	- - -	156	33 11 8
Lochgelly (Iron Company's) Ch. of S. 6	274 0 0	373	178 17 6
Lundin Mill, Subscription - 5	330 0 0	117	58 0 0
Markinch - - F.C. 10	- - -	90	40 10 0
Monance St., Infants - - G.A.	125 0 0		
Monance St. - Par. 6	- - -	114	45 14 2
Monimail - - F.C.	90 0 0		
Monimail - - Par. 4	- - -	66	20 0 0
Newburgh, Madras, Female - Ch. of S. 6	318 0 0	84	35 10 10
Newburgh - - Par. 6	- - -	157	66 10 0
Newport - - F.C. 7	182 0 0	90	16 2 6
Pathhead and Sinclairtown - F.C. 10	338 19 0	210	81 1 8
Pitlessie - - F.C. 7			
Pittenweem, Burgh 6	76 0 0	93	16 10 0
Prinlaws Works 6	- - -	252	79 0 0
Raith, Little Colliery Estab. Ch. 6	- - -	138	42 1 8
Scoonie - - Par. 6	- - -	91	18 0 0
Sinclairtown, Hawklymuir, and Parkhead, Subscription - 6	- - -	110	35 0 0
Springfield - F.C. 10	219 0 0	78	16 10 0
Star Subscription 6	- - -	51	12 10 10
Strathkinness Estab. Ch. 5	- - -	78	5 0 0
Strathkinness - F.C. 7	100 0 0	127	44 0 0
Strathmiglo, Subscription - 5	- - -	70	7 10 0
Thornton - - G.A.	180 0 0		
Torryburn - - Par. 6	- - -	82	37 10 0
Townhill, Colliery.			
Wemyss, East - Par. 6	- - -	124	56 10 0
Wemyss, East - F.C. 10	378 0 0	64	20 0 0
FORFARSHIRE.			
Airlie - - - Par. 5	- - -	57	44 7 6
Aldbar, Private - 5	- - -	52	18 15 0
‡Arbilot - - Par.			
Arbroath, Abbey Church - -	240 0 0		
Arbroath - - Par. 6	- - -	280	135 16 8
Arbroath, Dale Cottage Reformatory.			
Arbroath (Educational Society's - - F.C.			
Balkello, Self-supporting Ch. of S. 5	- - -	30	12 10 0
Barrie - - F.C. 1	70 0 0	42	30 0 0
Blacklunnans - G.A.			
Bonnington - F.C. 1	168 0 0	42	10 15 0
Braes of Coull Ch. of S. 5	- - -	40	18 15 0
Brax, the Gwynd 5	- - -	45	5 0 0
Brechin - - Par. 10	- - -	119	30 0 0
Brechin - - F.C. 11	177 10 0	164	93 5 0
Brechin, Infant	*220 0 0		
Brechin, St. Andrew's - - Epis.			
Brechin, the Tenements' -	569 0 0	305	106 15 0
Broughty Ferry F.C. 5	186 0 0	74	18 0 0
Broughty Ferry, Industrial - 5	- - -	29	13 6 8
Broughty Ferry (West Ferry) - Sess. 7	- - -	140	13 10 0
Burnside of Inshewan - - G.A.	90 0 0		
Carmyllie Greystone - - F.C. 3	744 12 6	52	23 6 8
Carnoustie - F.C. 5	460 0 0	220	116 13 4
Carnoustie, Subscription - - 6	- - -	55	28 13 4
Charleston.			
Clova, Subscription - - - 5	- - -	21	2 1 8
Colliston - - F.C. 1	- - -	46	7 10 0
Craig - - - Par. 4	- - -	64	42 9 2
Craigo Works Ch. of S. 11	- - -	74	20 0 0
Craigton, Girls - 5	- - -	14	22 10 0

a School closed.

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FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Cupar Angus - F.C. 8	42 0 0	118	46 10 0
Cupar Angus, Industrial - 2	- - -	64	77 15 0
‡Cupar Angus - Par.			
Dudhope - - F.C. 5	- - -	96	47 3 4
Dun - - - Par. 4	- - -	72	19 10 0
Dundee, Butterburn District, Subscription - 7	- - -	141	21 5 0
Dundee, Chalmers' - - F.C. 5	260 0 0	253	141 16 8
Dundee, Chapelshade - - F.C. 5	- - -	227	71 18 4
Dundee, Meadowside, Male - Sess. 7	*870 0 0	185	54 0 0
Dundee Park Wynd, Infants F.C.	*240 0 0		
Dundee, Hill Town - - F.C. 5	400 0 0	297	120 6 8
Dundee, Longwynd Parish, Mission - - 7	- - -	121	29 5 0
Dundee, Meadowside, Female - Sess. 7	- - -	147	74 0 0
Dundee, Princes' Street Chapel - 7	- - -	158	46 0 0
Dundee, Rood Yards - - Epis. 4	- - -	126	91 15 0
Dundee, Rosebank - - Sess. 7	278 0 0	217	93 10 0
Dundee, St. Andrew's - - F.C. 6	- - -	229	88 15 0
Dundee, St. Andrew's - - R.C.			
Dundee, St. Andrew's - - Sess. 7	450 0 0	347	97 0 0
Dundee, St. David's - - Sess. 7	- - -	118	54 0 0
Dundee, St. David's - - F.C. 6	550 0 0	247	106 5 0
Dundee, St. John's - - Sess. 7	298 2 0	239	115 0 0
Dundee, St. John's, Boys - F.C. 6	- - -	134	60 10 0
Dundee, St. John's, Girls - F.C. 6	163 12 6	126	49 0 0
Dundee, St. Mary Magdalene's - Epis. 4	- - -	100 56	41 6 8
Dundee, St. Mary's - - R.C. 2	- - -	180 125	72 1 8
Dundee, St. John's, Infants School of Industry - F.C.	*260 0 0		
Dundee, St. Paul's (Boys) - - Epis. 6			
Dundee, St. Peter's - - F.C. 6	85 0 0	335	235 3 0
Dundee, St. Salvador's (Girls) Epis. 4	- - -	219 57	88 10 0
Dundee, St. Stephen's - R.C. 2	- - -	240 100	84 11 8
Dundee, North East District, Juvenile and Infant (Crescent St.) - - - F.C.	472 10 0		
Dundee, Wallace Town, Juvenile F.C. 7	- - -	288	87 10 0
Dundee, Wallace Town, Infant and Industrial F.C.			
‡Dundee, Wallace Town - - Par.			
Dundee, Wallace Town - - Sess. 7	- - -	220	55 10 0
Dunnichen - F.C. 3	184 16 0	76	37 1 8
Dunnichen - Par. 5	- - -	48	57 10 0
Fearn - - Par. 4	- - -	49	1 15 10
Ferryden, Infants - - G.A.	*75 0 0		
Ferryden, Fishermen's - - G.A.	80 0 0		
Folda Society -	233 4 0		
Forfar, Burgh - 6			
Forfar, East Town End - Free 5	200 0 0	185	84 6 8
Forfar, Female Industrial - 6	388 0 0	96	41 10 0
Forfar, North End - Burgh 6	357 0 0	175	89 16 8
Forfar, West Town End - - - Free 5	121 0 0	160	49 13 4
Fotheringham, Girls - - F.C. 3	- - -	14	8 13 4
Friockheim - G.A. 6	*70 0 0 100 0 0	78	57 14 2
Friockheim - F.C. 1	- - -	77	25 0 0
Glenisla Brewlands - - F.C. 3	196 0 0	27	9 6 8
Glenisla - - Par. 5	- - -	20	20 12 6
Glen Ogilvy, the Milton - - 5	- - -	37	7 3 4
Greenfield, Free, St. John's Female - - F.C.	- - -	220	100 10 0
Inverbrothock - F.C. 11	- - -	259	103 18 4
Inverbrothock - Sess. 6	300 0 0	128	28 16 8
Inverkeilor - Par. 4	- - -	52	32 1 8
Kettins - - Par. 5	- - -		
‡Kilry Society's.			
Kinnaird, Farnell, Female - - 4	- - -	11	9 3 4
Kirkbuddo - F.C. 3	100 0 0	53	8 15 0
Kirriemuir - Epis. 2	- - -	120	62 15 10
Kirriemuir, Industrial - - 6	- - -	101	59 10 0
Kirriemuir, South - F.C. 11	- - -	63	20 16 8
Kirriemuir, Webster's Seminary 6	- - -	208	142 10 0
Ladyloan - - F.C. 11	20 0 0	263	86 7 6
Letham, Feuar's 6	- - -	90	20 13 4
Liff - - - Par. 6	- - -	40	14 11 8
Liff - - - F.C. 3	132 0 0	46	31 0 0
Lintrathen, Female - - 5	- - -	28	5 0 0
Lintrathen - Par. 5	- - -	43	6 5 0
Loanhead - Sess. 11	335 0 0	79	25 10 0
Lochee - - Epis. 4			
Lochee - - F.C. 11	- - -	94	16 10 0
Lochee - Sess. 6	*130 0 0	160	80 13 4
Lochlee - Epis. 4	- - -	17	15 0 0

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FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Logie Pert - - Par. 4	- - -	29	21 0 0
Lunanhead, Madras, Self-supporting - G.A. 6	85 4 10	67	56 3 4
Mains - - Par. 6	- - -	109	118 11 8
Mains and Strathmartin - F.C. 3	- - -	68	30 16 8
Maryton - - Par. 4	- - -	38	23 6 8
Marywell Village Menmuir - - Par. 4	- - -	34	62 1 8
Milton - Ch. of S. Monifieth, Female 6	- - -	64	20 18 4
Monifieth - - Par. 1	- - -	85	38 15 0
Monikie, Female F.C. 1	- - -	66	7 0 0
Montrose, Castle St. Mission - 11	373 5 0	93	51 13 4
Montrose (Dorward's Seminary), Upper - - F.C. 6	- - -	174	45 12 6
Montrose (Dorward's Seminary), Lower. Montrose, Hill Side - - F.C. 5	169 0 0	58	15 0 0
Montrose, Old, Female - - 4	- - -	55	33 13 4
Montrose, St. John's - - F.C. 6	*200 0 0 126 0 0	304	133 19 2
Montrose, St. John's - Sess. 10	382 0 0	145	72 10 0
Montrose, St. Mary's - - Epis. 4	- - -	95	63 0 0
Montrose, White's Free - Ch. of S. 10	- - -	143	41 15 0
Montrose, White's Place, Infant - 11	- - -	104	25 0 0
Muirland - Sess. 4	*60 0 0	20	11 13 4
Muirside of Kinnell, Females - 5	- - -	14	5 16 8
Pitkennedy Subscription - - 5	68 0 0	21	11 13 4
Podge - - 5	- - -	33	11 0 0
Rescobie - - Par. Scryne, Female F.C. 1	- - -	38	7 10 0
Stracathro - Par. 4	- - -	57	23 6 8
Tannadice - Par. 5	- - -	76	25 0 0
Tealing - - F.C. 3	73 10 0	27	3 6 8
Vigeans St. - Par. 5 Vigeans St., 2nd Par. - Ch. of S.	193 2 6		
Wateresk Side - 5	- - -	21	2 1 8
Westmuir, Subscription - - 5	- - -	56	8 6 8
Woodend, Female 4	- - -	38	12 10 0
HADDINGTONSHIRE.			
Aberlady - - Par. 4	- - -	85	21 10 0
Barns, East Ch. of S. 4	- - -	72	35 10 0
Drem - - 4	- - -	36	10 0 0
Dunbar, Belhaven F.C. 2	64 0 0	70	16 10 0
Dunbar, - Burgh 11	- - -	115	50 16 8
Elphinstone - G.A. 11	- - -	66	15 0 0
Gladsmuir - Par. 4	- - -	85	25 0 0
Gladsmuir, Iron Works - - 1	- - -	78	16 13 4
HADDINGTON—*cont.*	£ s. d.		£ s. d.
Haddington, Industrial - - F.C. 11	- - -	86	42 13 4
Haddington, Millwynd - - 11	- - -	87	12 10 0
Haddington - Par. 11	- - -	140	21 5 0
Kingston Side - 4	- - -	52	11 13 4
Longniddry Ch. of S. 4	280 0 0	78	37 10 0
Ormiston - - F.C. 2	- - -	39	21 10 0
Pathhead, St. Mary - - R.C. 2	- - -	38	20 0 0
Pencaitland - Par. Pencaitland (Newton) - - - G.A.			
Prestonkirk - Par. 4	- - -	99	58 5 0
Prestonkirk, Female - - - Sess. 4	- - -	98	34 10 0
Prestonkirk - F.C. 2	100 0 0	107	47 10 0
Prestonpans - F.C. 2	104 0 0	143	62 10 0
Salton, West, Female - - - 2	- - -	40	13 0 0
Samuelston - - 4	- - -	47	16 10 0
Tranent, Female, Subscription - 12			
Tranent - - Par. 11	- - -	100	51 10 0
Tranent, New Winton - Ch. of S. 2	- - -	41 17	11 13 4
Tranent - - F.C. 1	72 10 0	140	41 10 0
Yester - - F.C. 2	- - -	40	20 0 0
INVERNESS-SHIRE.			
Aigas, Subscription - - Ch. of S. Aodunban and Flashadder Ch. of S. 8	180 0 0		
Ardersier - - Par. 3	- - -	46	19 5 0
Ardersier - - F.C. 2	- - -	112	41 16 8
Arnisdale - - G.A. 4	- - -	20	12 10 0
Arnizort - - F.C. 7 Balevanick, South Uist - - - G.A.			
Beauly - - R.C. 4	- - -	24	18 0 0
Belleville - - G.A. 3	- - -	30	1 13 4
Blairbeg - - 4	- - -	58	31 0 0
Boleskine - - Par. Brae (Isle of Skye) - - F.C. 8	241 6 6	65	33 10 10
Braes Macdiarmid - - Endow. 8	- - -	16	5 0 0
Bunroy - - G.A. Camiscross - G.A. Cannich Bridge Ch. of S. 3	- - -	36	19 14 2
Colbost - Ch. of S.	85 10 0		
Carbost - - G.A.	125 0 0		
Corriemony Female 6	- - -	25	10 16 8
Culloden - - F.C. 2	- - -	75	26 13 4
Dallarossie (Moy) G.A. *a*	22 0 0		
Daviot - - F.C. 2	85 0 0	34	16 13 4
Dochgarroch - G.A. 3	- - -	60	29 15 10
Dores - - Par. 4	- - -	71	6 5 0
Drumfearn District - - F.C.			
Duirinish - - Par. 8	- - -	31	20 0 0

a School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
INVERNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Dulnain Bridge Ch. of S. 3	272 0 0	30	13 15 0
Dunskellar, Parliamentary.			
Eskadale - - R.C. 4	- - -	26	10 0 0
Farraline Park (Bell's) - - 10	- - -	438	128 15 0
Flichity - - Epis. 8	- - -	19	12 10 0
Fort Augustus - G.A. 3	- - -	50	22 18 4
Fort William - F.C. 7	- - -	83	8 15 0
Glengary - G.A. 3	- - -	35	16 10 0
Glenurquhart - Par. 4	- - -	80	62 0 0
Grantown, Female 3	- - -	57	46 15 0
Grantown, Grammar 3	- - -	175	40 5 0
Harris, (Lady Dunmore's) Industrial - - 8	- - -	40	10 0 0
Harris - - Par. 8	- - -	26	12 10 0
Inverness - - G.A.	*125 0 0		
" - - "	87 0 0		
Inverness, Female Industrial - 10	- - -	115	50 15 0
Inverness, Model F.C. 10	649 7 8	202	62 0 0
Inverness, The Bishop's - - Epis. 8	530 0 0	134	99 0 0
Inverness, Tanner's Lane Reformatory.			
Kilmalie - - Par. 4	- - -	89	40 0 0
Kilmonivaig - Par. 4	- - -	44	15 0 0
Kilmorack - Par. 3	- - -	76	47 4 2
Kirkhill - - Par.			
Kirkhill - - F.C. 2	- - -	75	28 6 8
Kyleakin - - G.A. 8	- - -	53	15 0 0
Loanmore - - F.C. 8	181 0 0	32	15 0 0
Moy - - - F.C.	75 12 0		
‡Mussady, Female.			
Portree, Congregational - - F.C. 8	- - -	49	12 10 0
Raasay - - F.C. 8			
Snizort, Congregational - F.C. 8	133 0 0		
Snizort - - Par. 8	- - -	40	15 0 0
Stratherrick - F.C. 2	226 16 0	54	21 0 0
Strathnairn - Epis. 8	- - -	49	15 0 0
Tarbet - - G.A.			
Uist, North - F.C. 8	- - -	45	10 0 0
KINCARDINESHIRE.			
Balfour.			
Banchory, Devenick - - Par. 3	- - -	117	67 0 0
Banchory, Grammar - - - Par.			
Banchory, Ternan F.C. 4	206 15 0	91	26 10 0
Benholme - - F.C. 11	- - -	62	21 10 0
Bervie Gordon's Female Estab. Ch. 11	- - -	72	14 0 0
Brachmont - F.C.			
Catterline, St. Philip's - - Epis.			
Cookney - - Par. 3	137 8 4	55	18 0 0
Crathes, Female 3	- - -	35	14 0 0
Cyrus, Saint - F.C. 5	- - -	94	56 0 0

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KINCARDINE—*cont.*	£ s. d.		£ s. d.
Cyrus, Saint - Par. 4	- - -	61	45 3 4
Cyrus, Saint, Porteous, Female - 4	- - -	30	10 16 8
Cyrus, Saint (Straton's Endowed) Female 4	- - -	42	38 2 6
Drumlithie, St. John's - - Epis. 4	- - -	38	13 0 0
‡Drumlithie - F.C.			
Dunnottar - Par. 11	- - -	73	37 14 2
Fasque - - Par. 4	- - -	68	28 15 0
Fettercairn - F.C. 5	59 0 0	65	37 10 0
Fettercairn - Par. 5	- - -	88	68 13 4
Fordoun (Boys) F.C. 5	- - -	56	34 10 0
Fordoun (Girls) F.C. *a*			
Inch - - - 4	- - -	50	8 6 8
Inchmarlo - - G.A. 3	- - -	41	18 15 0
John's Haven, Female - - G.A. 11	- - -	114	15 0 0
Kinneff Barras - 4	- - -	42	6 5 0
Kinneff - - Par. 4	- - -	61	24 18 4
Laurencekirk, Congregational F.C. 5	- - -	92	43 0 0
Laurencekirk - Epis. 4	- - -	57	51 0 0
Laurencekirk - Par. 5	- - -	139	35 3 4
Luthermuir Ch. of S.			
Marykirk - Par. 4	- - -	74	56 0 0
Newtonhill - Epis. 4	- - -	17	13 0 0
‡Rickarton, Subscription.			
Scollies Cross - - 3	- - -	22	6 13 4
Stonehaven - Epis. 4	- - -	87	40 0 0
Stonehaven - F.C. 9	- - -	100	54 16 8
‡Stranathra.			
‡Tannachie, District.			
‡Tipperty.			
Waterlair, Territorial - - F.C. 5	- - -	26	20 0 0
KINROSS-SHIRE.			
Fossoway - - F.C. 3	80 0 0	57	23 7 6
Fossoway - - Par.			
Kinross - - F.C. 3	115 0 0	139	32 19 2
Maryburgh Ch. of S.			
Milnathort, Brand's - - 3	- - -	106	21 17 6
Orwell - - Par. 5	- - -	104	39 13 4
Portmoak - - F.C. 3	- - -	34	6 13 4
Portmoak - - Par. 5			
KIRKCUDBRIGHTSHIRE.			
Auchencairn - F.C. 6	75 0 0	85	20 0 0
Balmaghie, (Laurieston) - - F.C. 6	78 0 0	46	15 0 0
Balmaghie, (Laurieston) - - Par.			
Borgue - - F.C. 6	- - -	83	32 1 8
Bridge of Dee Ch. of S.			
Buittle, High - Par. 2	- - -	30	28 15 0
Buittle Woodhead Par. 2	- - -	51	18 15 0
Cally, English - Epis. 3	- - -	71	46 17 6
Castle Douglas, Female - - 2	- - -	42	22 10 0

a Now a part of Fordoun Boys, F.C.

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KIRKCUDBRIGHT—*cont.*	£ s. d.		£ s. d.
Castle Douglas - F.C. 6	281 12 0	192	75 4 2
Castle Douglas - Par. 2	- - -	86	32 1 8
Corsock, (Boys) 6	- - -	28	13 6 8
Corsock, Female Industrial - 6	- - -	51	14 0 0
Creetown - - G.A. Crocketford.	42 10 0		
Dalbeattie, Female - - Ch. of S. 2	176 9 4	40	32 1 8
Dalbeattie - - F.C. 6	140 0 0	85	26 5 0
Dalbeattie - - Par. 2	55 0 0	125	28 14 2
Dundrennan - F.C. 6	128 0 0	47	21 10 0
Gatehouse - - F.C. 6	158 5 0	60	21 10 0
Girthon - - Par. 3	- - -	85	43 3 4
‡Irongray (Shawhead) - - Par. 2	- - -	47	25 0 0
Irongray, (Shawhead) - - F.C.			
Kirkbean - - Par. 2	- - -	102	22 10 0
Kirkcudbright, Johnston - - F.C. 6	- - -	172	26 5 0
Kirkcudbright, Old Church - G.A. 3	- - -	110	60 0 0
Kirkcudbright, Town-End - Sess. 3	- - -	92	23 2 6
Kirkdale - - G.A. Kirkgunzeon - Par.	53 0 0		
Kirkmabreck - G.A. 2	- - -	93	75 0 0
Kirkpatrick, Durham, Female Industrial - 3	- - -	49	41 17 6
Kirkpatrick, Durham - - - Par. 3	- - -	101	68 7 6
Laggan Branch - Par.	221 0 0		
Maxwelltown, Burgh 11	139 0 0	282	113 10 0
Maxwelltown - F.C. 6	133 12 6	102	41 10 0
Path (Lady Heron Maxwell's) - Ch. of S. 2	- - -	51	11 18 4
Rhonehouse by Kelton - - Par. Roughtree, (Irongray) - - Par. 2	- - -	43	21 0 0
Terregles - - Par. 2	- - -	41	18 15 0
Tongland (Ringford), Female Industrial - 6	- - -	44	14 0 0
Troqueer, Whinnyhill - - Ch. of S.	54 10 0		
Urr - - - Par. 2	- - -	66	20 12 6
LANARKSHIRE.			
Abington (Sir H. Colebrooke's) - 4	- - -	60	66 12 6
Airdrie (Alexander's) - - 7	- - -	231	150 16 8
Airdrie, East Parish (Rawyard's) - - G.A.	*150 0 0		
Airdrie, Free West Church - - F.C. 2	372 10 0	156	59 1 8
Airdrie, St. John's - - Epis. 10	- - -	196	81 0 0
Airdrie, St. Margaret's - - R.C. 3	- - -	173	85 16 8
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Arden, Subscription.			
Auchinearn - Par.			
Auchinheath, Boys, Subscription - - - 4	- - -	78	3 15 0
Auchinheath, Girls - - 4	- - -	61	40 8 4
Avondale - - Par.	*250 0 0		
Bellshill, Subscription - - 3	270 0 0	85	50 1 8
Bent, Subscription - - - 8	- - -	50	8 15 0
Biggar, Female Industrial -	71 11 3		
Biggar, Infants - G.A.	75 0 0		
Biggar, Subscription - - - 3	245 0 0	86	104 16 8
Biggar - - Par. 4	- - -	134	63 15 10
Bishopbridge Ch. of S. 1	- - -	70	31 10 0
Blackquarry - F.C.			
Blantyre - - Par. 3	- - -	67	20 0 0
Blantyre Works 3	- - -	150	134 18 4
Bothwell, Uddingstone - - F.C. 2	98 0 0	125	41 5 0
Bothwell - - Par.	*60 0 0		
Braehead, (Parish of Carnwath), St. Andrew's - G.A. 8	123 10 0	73	87 8 4
Braidwood, Subscription - - 5	- - -	78	5 0 0
Bridgeton - - F.C. 3	220 10 0	280 / 30	103 10 0
Bridgeton - - Par. 2	*600 0 0	211	131 11 8
Bridgeton, Public 11	*375 0 0		
" " "	72 0 0		
Broomgate - G.A.	*225 0 0		
‡Calderbank Iron Works - - Par.			
Cambuslang, School of Industry - 8	- - -	50	2 10 0
Cambuslang, Subscription - - 5	- - -	126	53 13 4
Carfin - - R.C. 3	- - -	104	36 11 8
Carluke - - R.C. 3	- - -	74	44 16 8
Carmyle (Old Monkland) - 4	- - -	79	40 0 0
Carnbroe Iron Works - - G.A. 8	380 0 0	187	58 19 2
Carnwath - - Par. 4	- - -	70	38 13 4
Carnwath - - F.C. 3	- - -	64 / 17	23 0 0
Carnwath, (Forth), Subscription -	161 17 6		
Carstairs, Caledonian Railway's 4	- - -	96	52 15 10
Chapelhall - R.C. 3	- - -	74	4 3 4
‡Chapelhall Iron Works - - Par.			
‡Chapelton, Subscription - Undl.			
Chapel District -	212 0 0		
Chryston, Female, Subscription - 3	*70 0 0	26	11 0 0
Chryston - - F.C. 3	178 0 0	70	19 14 2
Coatbridge - F.C. 2	177 15 0	217	40 3 4

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LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Coatbridge, Dundyvan Works - 2	- - -	336	125 10 0
‡Coatbridge - Epis.			
Coatbridge, Saint Patrick's - - R.C.			
Coltness Iron Works - - 7	842 0 0	602	355 0 0
Coltness Iron Works (Mayfield) - - 7	- - -	167	27 1 8
Covington - - Par. 2	- - -	40	21 10 0
Craigneuk Public 7	340 18 0	310	59 10 0
Crawfordjohn, Female - - 4	- - -	32	10 0 0
Crossford, Subscription - 4	- - -	84	15 0 0
Crosshills, Branch Par. 2	- - -	74	23 0 0
Dalserf - - Par. 4	- - -	100	18 18 4
Dalziel Colliery - 4	- - -	70	18 15 0
Dalziel - - Par. 4	- - -	119	42 10 0
Ellsridge Hill - 4	- - -	49	29 10 0
Faskine and Palacecraig - Estab. Ch. 3	- - -	121	26 10 0
Fullarton, Clyde Iron Works - 5	- - -	232	124 0 0
Gain.			
Gartsherrie, Fourth - - G.A. 2	- - -	35	27 0 0
Gartsherrie, St. George - - Par. 2	- - -	140	6 5 0
Gartsherrie, St. James' - Ch. of S. 2	- - -	106	17 13 4
Gartsherrie, St. Mary's - Ch. of S. 2	650 0 0		
Gartsherrie Works, (1st division) Ch. of S. 7	949 0 0	295	41 10 0
Glasford - - Par. 3	- - -	73	58 6 8
Glasgow, Anderston - - - F.C. 3	- - -	135	40 10 10
Glasgow, Anderston, Burgh Sch. of Ind. 2	*850 0 0	298	146 9 2
Glasgow, Balfour, St. Paul's, Boys - - Par. 4	- - -	155	120 5 0
Glasgow, the Bishop's - - Epis. 10	- - -	298	120 10 0
Glasgow, the Bishop's, Infants Epis.			
Glasgow, Bluevale - - - Sess. 10	250 0 0	189 45	84 0 0
Glasgow, Bridgegate (Old Wynd) F.C. 2	- - -	246	88 8 4
Glasgow, (Broomhill Street) - Sess. *a*			
Glasgow, Broomielaw, Carrick Street - - 2	- - -	115	67 10 0
Glasgow, Brownfield, St. George's (Brown Street) Sess.	*700 0 0		
Glasgow, Brownfield, S. of I. - G.A. 2	*600 0 0	114	93 6 8
Glasgow Chalmers' Street, Territorial - G.A. 3	*760 0 0	210	113 16 8
Glasgow, Christ's Church - - Epis. 10	*425 0 0	180	59 10 0
Glasgow, College - - - Par. 1	400 0 0	175 45	77 0 0
Glasgow, Cowcadden's - Ch. of E. 10	- - -	212	91 17 6
Glasgow, Cowcadden's, Infants - G.A.	*150 0 0		
Glasgow, Finnieston Mission - F.C. 2	316 15 0	453	111 5 0
Glasgow, Free Tron (Bridgegate) - - F.C.			
Glasgow, Gardiner's Public - 8			
Glasgow, Gorbals East, Territorial - - F.C. 3	- - -	717 129	302 13 4
Glasgow, Gorbals, Local Mission - - G.A.	200 0 0		
Glasgow Gorbals Free Mission.			
Glasgow, Gorbals, Youths - Par. 2	600 0 0	622	249 8 4
Glasgow, Green Street Mission - 3	- - -	281 59	69 6 8
Glasgow, Highland Society's - 3	- - -	729	327 12 6
Glasgow, House of Refuge (Duke Street) Male.			
Glasgow, House of Refuge, Parliamentary Row, Female.			
Glasgow Industrial and Reformatory (61, Rottenrow St.)			
Glasgow, Lenuox - - - 2	- - -	73	88 13 4
Glasgow, Martyr's Ch. of S. 2	372 4 0	438 170	270 10 10
Glasgow, Milton Ch. of S. 2	400 0 0	190	47 1 8
Glasgow, Milton, Industrial - Ch. of S.			
Glasgow, Model Ch. of S. 2	*1,000 0 0	671	365 3 4
" "	1,000 0 0		
Glasgow, Model - F.C. 2	- - -	577	358 16 8
Glasgow, Murdoch's Industrial - -	450 0 0		
Glasgow, Old Wynd - - F.C. *b*	350 0 0		
Glasgow, Park Head, Barony - Sess. 2	- - -	293	124 1 8
Glasgow (Renfield Street), United Presbyterian Church Mission.			
Glasgow, St. Alphonsus' - R.C.			

a Now part of Port Dundas, Sess.
b School discontinued, and Glasgow, Bridegate School, transferred to the premises.

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LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, St. Andrew's - - Par. 5	572 5 0	244	304 13 4
Glasgow, St. Andrew's - - R.C. 3	- - -	321	11 13 4
Glasgow, St. David's - - - Par. 2	- - -	368	119 3 4
Glasgow, St. Enoch's - - Sess. 2	*750 0 0	1,026	447 16 8
" " "	407 12 0		
Glasgow, St. Enoch's, (Female) - - Sess.			
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	445	134 18 4
Glasgow, St. George's (Renfield Street) - F.C. *a*			
Glasgow, St. James', Female Industrial - Par. 5	- - -	58	46 10 0
Glasgow, St. James' - - Sess. 5	*450 0 0	384	134 16 8
Glasgow, St. John's (Armfield) - - Sess. 5	- - -	320	116 16 8
Glasgow, St. John's (David Street, Gallowgate) - - Sess. 5	742 0 0	335 167	220 13 4
Glasgow, St. John's - - F.C. 2	- - -	227	76 10 0
Glasgow, St. John's (Hill St.) Industrial - F.C. 2	- - -	130	92 1 8
Glasgow, St. John's (McFarlane Street) - 3	- - -	137	64 16 8
Glasgow, St. John's (Portugal Street) - R.C. 3	- - -	403 42	123 0 0
Glasgow, St. John's (Young Street) - Ch. of S. 2	490 0 0	289	169 5 0
Glasgow, St. John's (Young Street) Female Sess.			
Glasgow, St. Joseph's - - R.C. 3	- - -	170 60	103 10 0
Glasgow, St. Jude's (Catherine Street) - Epis. 10	- - -	198	78 10 0
Glasgow, St. Luke's, Free Industrial.			
Glasgow, Calton St. Luke's - - Sess. 3	*395 0 0		
Glasgow (Calton) St Mary's - R.C. 3	- - -	397 123	172 0 3
Glasgow, St. Matthew's - - F.C. 2	440 0 0	325 33	141 7 8
Glasgow, St. Matthew's (Boys) - Sess. 1			
Glasgow, St. Matthew's, Anderston, William St. (Girls) Indust. Sess.	490 0 0	481	141 10 0 73 10 0
Glasgow, St. Matthew's (Bishop Street) - - Sess. 1	- - -	142	63 0 0
Glasgow, St. Mungo's (Boys) - R.C. 3	1,000 0 0	228 55	91 11 0
Glasgow, St. Mungo's, (Girls) - R.C. 3	- - -	165 40	70 4 6
Glasgow, St. Mungo's (Freeland) Estab. Ch. 8	373 0 0	152	67 11 8
Glasgow, St. Patrick's - - R.C. 3	- - -	258 72	134 10 0
Glasgow, St. Paul's (Balfour's) Industrial - - 2	- - -	54	55 8 4
Glasgow St. Paul's Par. 2	*660 0 0	170	92 0 0
Glasgow, St. Peter's - - - Sess. 1	- - -	133	53 0 0
Glasgow, St. Peter's - - - F.C. 2	- - -	264	146 0 0
‡Glasgow, St. Peter's, Female - F.C.			
Glasgow, St. Rollox 2	- - -	352	130 10 0
Glasgow, Tron Parish - - Sess. 1	- - -	77	57 10 0
‡Glasgow, Tron - F.C.			
Glasgow (East Miller Street) Well Park - F.C.			
Glasgow, Well Park (Ladywell Street) - - 2	- - -	80 75	41 10 0
‡Glasgow, Wilson's Endowed F.C.			
Glasgow, Woodside - - - F.C. 2	280 0 0	93	34 0 0
Glasgow, North Woodside Female 3	- - -	105	30 0 0
Glasgow, North Woodside, (St. George's Road) 2	- - -	180	57 0 0
Glengivel - -	100 0 0		
Govan Colliery - G.A. 3	- - -	234	133 16 8
Govan, Female Industrial - 3	- - -	148	59 16 8
Govan - - F.C. 3	- - -	154	59 0 0
Greengares - G.A.	75 0 0		
Greenhill Colliery.			
Hamilton, Beckford Street, Female Industrial 2	- - -	73	16 13 4
Hamilton, Kennedie's Female 2		36	26 2 6
Hamilton, Orphan and Charity -	530 0 0	170	112 3 4
Hamilton, St. John's - - F.C. 2	*600 0 0	402	137 9 2
‡Hamilton, United Presbyterian.			
Jerviston, Subscription - - G.A. 3	- - -	71	20 0 0
Kelvinhaugh - Sess. 1	- - -	174 96	86 10 0
Kilbride, East - Par. 3	- - -	179	74 0 0
Kingston - - Sess. 11	200 0 0	94	30 0 0

a School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Lambhill - - Sess.			
Lanark, Broomgate Institution 6	- - -	93	39 0 0
Lanark, Burgh - 4	*250 0 0	121	42 15 10
Lanark, St. Leonard's, Subscription 4	- - -	123	58 18 4
Langloan Iron Works and Rosehall Colliery 4	- - -	185	98 5 0
Leadhills (Lord Hopetoun's) Ch. of S 4	- - -	108	47 15 0
†Legbranock Iron Works - - Par.			
Lesmahagow - F.C. 3			
Lesmahagow, Female Industrial 6	150 0 0	70	32 10 0
Maryhill - - F.C. 2	246 0 0	152	26 13 4
Maryhill - - Par. 8	180 0 0	97	8 15 0
Maryhill, Industrial - - - 11	- - -	44 / 30	14 0 0
Maryhill - - R.C. 3	- - -	81	25 0 0
Maxwelltown, Endowed 3	150 0 0	102	42 10 0
†Monkland, New Par.			
Monklands, Old Par.			
Mossend Works 3	- - -	228	19 3 4
Newton Colliery 3	- - -	61	23 0 0
Partick, Academy 4	*350 0 0	170	82 11 8
Partick, Female Industrial Ch. of S. 4	- - -	107	30 0 0
Partick - - F.C. 2	173 0 0	238	63 14 2
Partick, St. Peter's R.C. 4	- - -	85	1 5 0
Pettinain - - Par. 4	- - -	49	3 15 0
Port Dundas - Sess. 8	660 0 0	202 / 92	182 10 0
Quarter, Iron Works 8	- - -	145	15 0 0
Riggend - - G.A.	60 0 0		
Roberton, Female Undl.			
Roughazie - - Par. 3	191 6 0	43	16 10 0
Rutherglen - F.C. 2	201 10 0	177	77 9 2
†Rutherglen, Burgh Par.			
Rutherglen, Macdonald's - 8			
Sandford (Stonehouse), Subscription 5	- - -	55	15 0 0
Shottleston, Industrial - - 5			
Shotts - - F.C. 3	- - -	144 / 26	80 0 0
†Springburn - R.C.			
Springburn, Murdoch's - Ch. of S. 3			
Stane, Wilson's, Endowed - - 7	61 7 0	172	92 10 0
Stanrigg, Colliery 8	- - -	136	48 0 0
Stonehouse - Par. 3	- - -	94	31 10 0
Stonehouse - F.C. 3	- - -	123	43 6 8
Strathaven - F.C. 2	349 10 0	118	72 17 6
Strathaven, East Side - - - Par. 5	- - -	86	15 0 0
Summerlie, Iron Works - - 3	- - -	118	58 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Tollcross, United Presbyterian - 5	- - -	108	43 18 4
Uddingstone - Sess.	155 0 0		
Walston - - Par. 4	- - -	30	16 10 0
Whitcinch Estab. Ch.	332 0 0		
Whitcinch, Female Industrial 3	- - -	59	15 0 0
Whitcinch - 3	- - -	72	41 10 0
Wishaw, Public 7	552 0 0	349	101 13 4
Wishaw - - R.C. 3	- - -	198	87 10 0
Wishaw, Simpson Square - 3	- - -	198	46 10 0
Woodhall Colliery.			
LINLITHGOWSHIRE.			
Abercorn - - F.C. 2	- - -	59	35 0 0
Armadale - - G.A.	*34 0 0		
Bathgate - - Par.			
Binnie - - G.A. 1	- - -	55	11 5 0
Boness, Infant - G.A. 7	- - -	154	62 10 0
Broxburn, Female 1	- - -	44	7 10 0
Carriden, Girls - Par. 7	- - -	45	49 0 10
Crofthead, Coltness Company's 7	- - -	212	107 7 6
Durhamtown Colliers.			
Ecclesmachan - Par. 1	- - -	102	62 12 6
Grangepans, Subscription Ch. of S. 7	242 0 0	202	76 15 0
Greenhills, Colliery 7	- - -	136	41 5 0
Kingscavil Ch. of S. 1	- - -	39	11 5 0
Kirkliston - - F.C. 2	- - -	53	16 10 0
Kirkliston, Female Industrial 2	- - -	56	12 10 0
Linlithgow - F.C. 3	127 0 0	188	95 10 0
Linlithgow, Kirk Session - - 7	- - -	253	36 13 4
Linlithgow, Mrs. Douglas's Cottage - - 7	- - -	27	12 10 0
Longridge - - Undl.	106 0 0		
Queensferry, South Burgh - - 7	- - -	118	83 17 6
Torphichen - F.C. 3	150 0 0	62	61 6 8
Torphichen - Par.			
Whitburn, Fauldhouse, Wilson's Endowed Est. Ch. 7	59 0 0	83	46 5 0
Whitehalehead, Wilson's, Endowed - - - 1	20 13 4	112	44 12 6
Winchburgh Ch. of S. 7	- - -	41	20 12 6
NAIRNSHIRE.			
Auldearn - - Par. 3	- - -	46	62 10 10
Auldearn, Innes F.C. 3	145 0 0	44	18 8 4
Cawdor - - Par. 3	- - -	74	21 1 8
Cawdor - - F.C. 3	65 0 0	39	11 2 10
Cawdor at Clunes G.A.	30 0 0		
Ferintosh - - F.C. 2	90 0 0	61	11 0 0
Glen Ferness Ch. of S. 3	- - -	35	2 1 8
Moyness - Est. Ch. 3	123 1 10	43	17 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
LINLITHGOW—*cont.*	£ s. d.		£ s. d.
Nairn - Epis.			
Nairn - - G.A. 3	- - -	88	15 2 6
Nairn - - F.C. 10	150 0 0	97	59 0 0
Nairn, Monitory -	*100 0 0		
ORKNEY AND SHETLAND.			
Bressay - - Par. 7	- - -	40	22 10 0
Bressay - - G.A. 7	- - -	43	12 10 0
Eday - - - G.A. 7	- - -	29	10 8 4
†Harray, Christian Knowledge Society's.			
Kirkwall Grammar 7	- - -	105	43 0 0
Lerwick - - Par. 7	- - -	81	20 0 0
Lerwick, Educational Institute, Elementary.			
Orkney, St. Andrew's - - G.A.	28 0 0		
†Papa Westray.			
Sabiston - - G.A. 7	- - -	24	15 0 0
Sanday - - F.C. 7	- - -	45	35 8 4
Sandwick - - Par. 7	- - -	68	15 0 0
Skelwick, Society 7	- - -	67	48 0 0
Stromness, Congregational - F.C. 7	- - -	54	47 1 8
Westray Midbea (West Side) - G.A.	52 0 0		
Whiteness, Society 7	- - -	40	18 0 0
PEEBLES-SHIRE.			
Broughton - F.C. 3	- - -	44	15 0 0
Innerleithen, Subscription - - 3	- - -	60	16 10 0
Innerleithen - Par. 11	- - -	94	16 10 0
Linton, West - Epis. 11	- - -	22	11 18 4
Linton, West - Par. 4	- - -	35	16 10 0
Peebles, Burgh English - - 11	- - -	116	62 0 0
Peebles - - F.C. 2	109 0 0	107	37 10 0
Peebles, Halyrude Ch. of S. 11	137 5 0	95	31 13 4
†Skirling - - Par.			
Walkerburn - Undl. 11	118 2 6	89	42 10 0
PERTHSHIRE.			
Abernyte - - Par. 4	- - -	69	16 5 0
Aberuthven - F.C. 4	- - -	46	62 15 0
Aberuthven, Subscription - - 3	- - -	42	11 5 0
Acharn - - F.C. 5	- - -	83	20 1 8
Aldclune, Female Industrial - 5	- - -	8	2 10 0
Aldgernaig - G.A. 5	- - -	41	25 0 0
Almondbank - G.A. 4	- - -	62	21 5 0
Alyth, Female - Epis. 2	- - -	50	47 13 4
Alyth - - - F.C. 8	224 2 6	97	44 0 0
Alyth - - - Par. 4	- - -	109	51 5 0
Alyth, Girls', Industrial - Ch. of S. 4	357 0 0	134	73 17 6

a School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Amulree, Society's 5	- - -	23	12 10 0
Amulree - - F.C. 5	- - -	23	16 10 0
Ardoch - - Par. 3	- - -	52	30 0 0
Auchterarder - F.C. 5	- - -	79	21 10 0
Auchterarder, Sheddan's - 3	190 0 0	96	29 3 4
Auchterarder, Townhead - 3	393 0 0	88	17 5 0
Balbeggie, Subscription.			
Balgowan, Female 4	- - -	61	29 3 4
Bankfoot, Subscription. 4	- - -	65	6 13 4
Birnam - - F.C. 5	260 0 0	27	15 0 0
Blackford - - F.C. 5	257 5 0	82	30 10 0
Blair Atholl - Par. 5	- - -	93	37 13 4
Blair Drummond Ch. of S. 12	- - -	25	16 10 0
Blairgowrie - F.C. 8	- - -	298	84 13 4
Blairgowrie - Par. 4	- - -	178	79 2 6
Blairgowrie, St. Catherine's - Epis. 2	- - -	80	35 10 10
Blairgowrie, St. Stephen's - R.C. 4	- - -	65	34 0 0
Blairgowrie, Union Place - Ch of S. *a*			
Blairingone Est. Ch. 5	126 0 0	62	2 10 0
Braco, Subscription 4			
Breadalbane, Aberfeldy - - F.C. 5	- - -	163	53 17 6
Bridge of Earn - F.C. 5	50 0 0	68	38 3 4
Callander - - F.C. 5	- - -	171	86 10 0
Camaghowran Ch. of S.			
Cherrybank, Subscription - -	207 17 6		
Cargill - - Par. 4	- - -	67	15 0 0
Clunie - - Par. 4	- - -	72	18 15 0
Collace - - Par. 4	- - -	52	13 15 0
Comrie - - Par. 3	- - -	115	29 1 8
Comrie - - F.C.	100 0 0		
Comrie, Infants and Female Industrial - 4	150 0 0	52	14 0 0
Craig Mill - - F.C. 8	- - -	40	10 0 0
Cray - - - F.C.			
Crieff, Female Industrial.			
Crieff - - - F.C.			
Crieff, St. Michael's - - Epis. *b*			
Crieff, Taylor's Institution - 3	- - -	185	93 3 4
Culross, - - Par. 11	- - -	61	61 11 8
Culross, Geddes Ch of S. 11	- - -	68	70 5 0
Deanston Works 4	- - -	77	15 0 0
Doune - - F.C. 5	415 1 7	139	30 0 0
Dull - - - Par. 5	- - -	48	15 0 0
†Dowally - - Par.			
Dunblane - - Par. 11	- - -	97	39 0 10
Dunblane - - F.C. 5	- - -	81	29 13 4
Dunblane, St. Mary's - - Epis. 2	- - -	30	30 18 4
Dunkeld (Duchess of Atholl's) Industrial Ch. of S. 5	- - -	36	31 0 0

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	£ s. d.		£ s. d.
PERTHSHIRE—*cont.*			
Dunkeld, Little - Par. 4	- - -	64	29 6 8
Dunkeld, Royal Ch. of S. 5	- - -	31	21 10 0
Dunning, Female 3	- - -	60	10 10 0
Dunning - - F.C. 4	- - -	110	62 15 0
Dunning - - Par. 3	- - -	61	12 7 6
Errol, Female Industrial Estab. Ch. 4	470 0 0	66	32 1 8
Errol - - - F.C. 4	65 0 0	82	37 10 0
Forgandenny, Path of Condie - G.A.	40 0 0		
Gartmore - S. of I.			
Gartmore - F.C. 5	86 0 0	53	10 15 0
Gilmerton - - G.A.	*80 0 0		
Greenloaning, Subscription - 4	- - -	30	18 15 0
Inchture - - Par. 6	- - -	62	33 6 8
Innerpeffray - Epis. 2	- - -	27	11 17 6
Killichonan - G.A. 5	- - -	18	16 10 0
Killin - - F.C. 5	- - -	81	59 0 0
Killin - - Par. 5	- - -	49	41 13 4
Kilmadock - Par.			
Kiltyrie - - F.C. 5	- - -	32	15 0 0
Kinbuck, Village Ch. of S. 3	- - -	33	11 5 0
Kincardine in Monteith - Par. 12	- - -	100	71 10 0
Kincardine-on-Forth, Subscription - - - F.C.	300 0 0		
Kincardine-on-Forth (Baroness Keith's) - - 6	- - -	75	32 6 8
Kincardine and Tulliallan Educational Association.			
Kinfauns - - F.C. 4	- - -	70	3 15 0
Kinloch - - Par. 4	- - -	43	22 10 0
Kinloch Rannoch, Parliamentary -	*100 0 0		
Kinnaird - - Par. 4	- - -	71	27 10 0
Kinnoull - - Par. 10	- - -	178	45 16 8
Kippen - - Par. 2	- - -	53	15 2 6
Kirkmichael - Par. 4	- - -	62	16 13 4
Kirkmichael - F.C. 8	- - -	35	18 0 0
Lawers - - F.C. 5	- - -	26	15 0 0
Loch Earn Head F.C. 5	- - -	40	39 13 4
Loch Earn Head G.A. 5	- - -	20	15 0 0
Logie - - Par. 12	- - -	33	16 10 0
Logierait - - Par. 5	- - -	68	35 16 8
Logierait - - F.C.			
Longforgan - F.C. 6	- - -	63	15 6 8
‡Martin's, St. - Par.			
Meikleour - Par. 4	- - -	36	5 0 0
Methven - - F.C.	74 0 0		
Methven - - Par. 3	- - -	98	40 17 6
Methven, United Presbyterian - *a*			
Monzievaird and Strowan - - Par. 3	130 0 0	106	36 1 8
Moulin - - Par. 5	- - -	57	16 10 0
Muchart - - Par.			
Muthill - - Par. 3	- - -	94	17 10 0
Muthill - - F.C. 4	151 0 0	51	15 0 0
PERTHSHIRE—*cont.*			
Perth, Cathedral Epis.			
Perth, East Parish, Congregational 10	- - -	101	49 11 8
Perth, East Parish, Industrial Female.			
Perth, Ladies' House of Refuge.			
Perth, Infant - Par. 6	*150 0 0		
Perth, Middle Parish - Sess. 10	*600 0 0	174	72 18 4
Perth, New Row N.S. 10	*200 0 0	225	72 16 8
Perth, St. John's R.C. 4	528 8 0	170	120 0 0
Perth, St. Leonard's - - F.C. 6	- - -	149	82 8 4
Perth, St. Ninian's, Boys - - Epis. 2	- - -	37	18 6 8
Perth, St. Ninian's, Girls - - Epis.			
Perth, Boys - S. of I.			
‡Perth, Female Reformatory.			
Perth, Sharpe's Trust Educational Institution.			
Perth (Stewart's), Free Trade - 6	- - -	95	38 0 0
Perth, Territorial Mission - - F.C. 6	297 0 0	292	110 10 0
Perth, Watergate N.S. 10	*200 0 0 105 0 0	108	15 0 0
Perth, West " Church - - Sess. 10	*500 0 0	109	45 5 10
Perth, Free West Church - - F.C. 7	320 0 0	330	172 8 4
Pitcairn Green - F.C. 4	- - -	55	18 0 0
Pitlochry - - G.A. 5	89 0 0	46	21 10 0
Port Monteith Par. 2	- - -	33	13 8 4
Rattray - - Par. 4	- - -	111	69 13 4
Ruskie - - G.A.	*43 0 0		
Ruthvenfield - F.C. 4	- - -	35	6 5 0
Ruthvenfield - 6			
Scone - - F.C. 4	- - -	93	46 10 0
Stanley, Auxiliary Par. 10	- - -	31	15 0 0
Stanley - - F.C. 4	141 2 0	118	78 15 0
Strathbrand - F.C. 5	90 0 0	40	6 5 0
Strathloch - G.A. 5	- - -	29	23 16 8
Strone of Callie G.A. 4	104 17 10	46	12 10 0
Strowan, Society's Ch. of S. 5	- - -	26	20 0 0
Tenandry - - Par.	*33 0 0		
Thornhill - - G.A. 12	- - -	66	15 0 0
Thornhill, Easter Ch. of S. 12	- - -	73	41 10 0
Trinity Gask - Par. 3	- - -	28	13 10 0
‡Tomcraggach.			
Tulliallan - - Par.			
Tullibardine Ch. of S. 3	- - -	45	12 7 6
Weem - - Par. 5	- - -	63	15 0 0
Woodside - - F.C. 4	- - -	35	41 15 0

a Extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1865). Amount paid.
RENFREWSHIRE.	£ s. d.		£ s. d.
Barrhead - R.C. 4	- - -	99	72 15 0
Bishopton - F.C. 11	- - -	48	15 0 0
Busby - Ch. of S. 2	- - -	133	35 5 0
Bridge of Weir - G.A. -	375 0 0		
Cartsdyke, St. Lawrence's - R.C. 4			
Cathcart - - Par. 3	- - -	98	43 0 0
Crossmyloof - 11	- - -	148	79 0 0
Eaglesham, Female Industrial 8	164 0 0	108	84 8 4
Eaglesham - - Par. *a*			
Eastwood - - Par. 11	- - -	203	97 14 2
Elderslie, Wallace 8	- - -	85	39 4 2
Gourock, Infant.			
Gourock - - F.C. 4	- - -	121	78 5 0
Greenock, East Epis. 9	- - -	75	25 8 4
Greenock, Female Sch. of Industry 7	- - -	140	39 5 10
Greenock, Crawfurdsburn - F.C.	327 17 6		
Greenock, Finniestion Mission - 10	- - -	180	96 10 5
Greenock, Free Middle Church District Mission.			
Greenock, Gaelic Church - - Sess. 7	- - -	146	58 0 0
Greenock, Gaelic Church, Female Industrial - 7	- - -	103	9 3 4
Greenock (Highlanders' Academy) - - F.C. 11	*600 0 0	318	112 15 0
„ „ - „	550 0 0		
Greenock, Middle Parish - - Sess. 7	*120 0 0	312	122 8 4
Greenock, Ragged and Industrial -	1,000 0 0		
Greenock, St. Andrew's - G.A.	*190 0 0		
Greenock, St. John's West - Epis.	*80 0 0		
Greenock, St. Mary's - - R.C. 4	- - -	256	57 5 0
Greenock, South Parish - - G.A.	*200 0 0		
Houshill, Endowed - Ch. of S. 2	- - -	99	48 0 0
Houston - - F.C. 11	218 0 0	78	39 0 0
Houston and Killellan - - Par. 2	- - -	53	23 0 0
Hurlet and Nitshill, Public - 11	777 0 0	69 26	40 10 0
Johnstone, Ragged 7	205 4 0		
Jordan Hill, Industrial - - 10	- - -	41	36 10 0
Kilbarchan, Female 3	- - -	99	56 15 0
Kilbarchan - Par. 3	- - -	127	84 0 0
Kilmalcolm - Par. 8	- - -	102	40 0 0
Ladyburn, Subscription - - F.C.			
Linwood - - Par. 11	- - -	48	20 0 0
Linwood - - R.C. 4	- - -	36	11 5 0
Lochwinnoch - Par. 1	- - -	145	40 0 0
Lochwinnoch, Howood New - 4	318 0 0	60	46 15 10
Lochwinnoch, Female Industrial 1	- - -	131	56 10 0
Mearns - - Par. 2	- - -	76	88 18 4
Neilston - - Par. 3	- - -	189	62 4 2
Neilston Spiers, Female - Ch. of S. 4	182 0 0	50	27 10 0
Neilston, St. Thomas' - - R.C. 4	- - -	60	46 19 7
Nitshill - - R.C. 4	- - -	83 31	66 10 0
Oswald - - F.C. 3	- - -	85	28 0 0
Paisley, Abbey Cardonald - 4	289 0 0	56	19 10 0
Paisley, Abbey Parish, Dickson's Ch. of S. 5	50 0 0	100	39 10 0
Paisley, Abbey Parish, Dovecote Hall.			
Paisley, Abbey Parish, Newtown District - Ch. of S. 5	- - -	161	64 3 4
Paisley, Abbey Parish (Quarrelton) - - 4	- - -	201	94 15 10
Paisley, Balaclava 11	- - -	32	21 10 0
Paisley (Carbrook Street) - - Sess. 5	*700 0 0	173	68 3 4
Paisley (Causeyside) - - Sess. 5	- - -	183	120 10 0
Paisley, Free High Church Congregational F.C. *b*			
Paisley (George Street) - - Sess. 5	240 0 0	240	101 13 4
Paisley, Hunter Street, Female Industrial.			
Paisley, Inkerman Works - - F.C. 11	- - -	139	47 1 8
Paisley, John Nelson's Educational Inst. - 5	- - -	577	457 0 0
Paisley, Miss Stow's Industrial and Moral Training - - 11	359 0 0	174	115 16 8
Paisley, Newtown, Infant - - G.A. 5	150 0 0	144	46 6 8
Paisley, Ragged Ch. of S.			
Paisley, Ragged, Industrial and Reformatory.			
Paisley, St. George's Mission - - F.C. 11	- - -	92	29 0 0
Paisley, St. Mirren's - - R.C. 4	- - -	147	37 5 0
Paisley (Stevenson Street) - F.C. 11	216 0 0	152	50 10 0
Pollockshaws, Burgh - - 2	- - -	114	15 0 0
Pollockshaws, Industrial - 3	711 0 0	218	169 15 7
Pollockshaws, Infant - Ch. of S. 7	150 15 0	50	6 13 4
Pollockshaws, St. Gonval's - R.C. 4	- - -	127	39 0 0

a Inspection withdrawn. *b* School discontinued *c* Including 98*l.* 3*s.* 11*d.* for Industrial department.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid. £ s. d.
RENFREWSHIRE—*cont.*			
Port Glasgow, Beaton's - - 7	- - -	70	11 5 0
Port Glasgow - Epis. 9	- - -	85	58 0 0
Port Glasgow, Industrial - - 7	- - -	83	44 10 0
Port Glasgow - F.C. 11	- - -	182	69 0 0
Port Glasgow, Burgh.			
Port Glasgow, New - - - - Par. 4	550 0 0		
Port Glasgow, St. John's - R.C. 4	- - -	122	46 10 0
Renfrew, Blythswood Testimonial and Grammar.			
Renfrew, Old Burgh, Boys - 11			
Renfrew, Old Burgh, Female 11	- - -	162	71 16 8
‡Seedhills - - Sess.			
Thornliebank - 7	- - -	78	37 10 0
Thornliebank, Female - - 7	- - -	58	36 10 0
Thornliebank, Infant - - 7	- - -	102	52 0 0
Titwood Colliery 11	- - -	54 / 30	15 0 0
Undercraig - Est. Ch. 7	180 0 0	75	33 2 6
Uplawmoor, Public 7	- - -	68	26 13 4
ROSS AND CROMARTY.			
Achadesdale F.C. -	90 0 0		
Achnagart - - G.A. 5	- - -	43	18 0 0
Alness - - F.C. 6	- - -	126	62 8 8
Alness - - - Par. 5	- - -	33	15 0 0
Ardross - - F.C. 6	- - -	75	21 5 0
Arpafeelie - - Epis. 8	- - -	41	12 10 0
Aultbea - - G.A. 5	- - -	33	25 0 0
Bridgend of Alness - - - F.C. 6	- - -	53	18 0 0
‡Bualualuip - F.C.			
Conon - - F.C. 2	- - -	63	13 6 8
Contin - - Par. 4	- - -	28	22 18 4
Cromarty - - Par. 5	- - -	44	18 0 0
Cromarty - - F.C. 2	95 10 0	128	36 0 0
Culish - - F.C. 2	- - -	81	33 6 8
Cullicudden - F.C. 2	- - -	84	25 0 0
‡Dibaig - - F.C.			
Dingwall - - F.C. 6	- - -	219	73 16 8
Dornie, Female 4	- - -	34	13 15 0
Drum			
Earbusaig - - G.A. 4	- - -	80	6 5 0
Edderton - - F.C. 4	- - -	36	16 13 4
Fearn, Hill of - 3	- - -	73	33 6 8
Gairloch - - Par. 5	- - -	36	15 0 0
Highfield - - Epis. 8	- - -	84	23 6 8
Inverasdale - F.C.			
Invergordon - F.C. 6	133 0 0	107	43 0 0
Jemimaville - F.C. 2	- - -	68	17 18 4
Killearnan - F.C. 2	- - -	88	34 3 4
Kilmuir Easter - Par. 5	- - -	47	21 10 0
Kincardine - Par. *a*			
Kincardine, Congregational - F.C. 4	- - -	38	18 6 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid. £ s. d.
ROSS AND CROMARTY—*cont.*			
Knockbain - Par. 4	- - -	91	31 3 4
‡Laid, Parliamentary.			
Lochalsh and Kintail, Congregational - - F.C. 7	- - -		
Lochgarron - Par. 4	- - -	74	29 16 8
‡Logie Easter - Par.			
Lochs - - - Par. 8	- - -	45	15 0 0
Maryburgh - F.C. 6	295 0 0	94	75 10 0
Mossfield, Gaelic Association - 5	- - -	37	18 0 0
Muirtown - - G.A. 5			
‡Openham - - F.C.			
Plockton - - F.C. 7	- - -	90	57 4 2
Pool Ewe, Agricultural - -	90 0 0		
Rosemarkie - F.C. 2	100 0 0	51	32 15 10
Roskeen - - Par. 5	- - -	26	18 0 0
Saltburn - - F.C. 6	- - -	52	15 0 0
Stornoway, Female, Educational and Industrial - 8	- - -	154	53 0 0
Stornoway - F.C. 8	159 0 0	77	54 10 0
Stornoway - G.A. 8	- - -	58	30 0 0
Strathconan, Lady Balfour's - 4	- - -	35	13 15 0
Tain, Congregational - - F.C. 6	- - -	83	65 8 4
Tarbat - - Par. 5	- - -	98	14 13 4
Tarbat - - F.C. 3	- - -	78	32 10 0
Ullapool - - F.C. 7	187 0 0	95	10 8 4
Urray - - - Par. 4	- - -	45	19 5 0
ROXBURGHSHIRE.			
Ashkirk, Female 3	- - -	17	10 16 8
Ashkirk - - Par. 3	- - -	52	26 17 6
Bowden - - Par. 3	- - -	57	18 15 0
Cavers - - Par. 11	- - -	142	41 10 0
Caverton Mill (Eckford Side) 12	- - -	39	15 0 0
Clarilaw Side - 3	- - -	41	17 10 0
Darnick, Subscription - - - 11	- - -	27 / 11	15 0 0
Fairnington - G.A. 12	60 0 0	37	25 0 0
Galashiels - - R.C. 2	- - -	43	44 18 4
Gattonside, Village -	123 0 0		
Hawick, Elementary Par. 11	- - -	300	84 13 4
Hawick, St. Cuthbert's - Epis. 10	- - -	145	67 6 0
Hawick and Wilton, Boys' and Girls' Industrial -	685 14 4		
Heiton Side - Par. 12	72 0 0	73	14 0 0
Jedburgh, Infant 11	- - -	110	49 0 0
Jedburgh - Sess. 11	374 17 6	98	21 10 0
Jedburgh, St. John's - Epis. 10	279 9 6	122	34 0 0
Jedburgh - - Par. 11	- - -	57	23 0 0
Kelso - - - Par. 11	- - -	64	37 10 0
Lilliesleaf, Female 3	- - -	48	12 10 0
Longnewton (Ancrum), Endowed.			

a Inspection withdrawn.

b School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
	£ s. d.		£ s. d.
ROXBURGH—*cont.*			
Longshaw (Melrose) Par. Side - 4	- - -	34	15 0 0
Melrose, Congregational - - F.C. 2	- - -	55	20 0 0
Melrose - - Par. 11	- - -	67	20 0 0
Midlen Side - Par. 3	- - -	48	18 15 0
Newmills - - 11	- - -	62	21 10 0
Roxburgh - - Par. 12	- - -	74	21 10 0
Smailholm - F.C.			
Wilton - Epis. 10	- - -	52	24 5 0
Yetholme, Kirk Par. 12	117 0 0		
Yetholme, Town Girls' - - 12	93 0 0		
Yetholme - - Par.			
SELKIRKSHIRE.			
Gala, Subscription Ch. of S. 11	200 0 0	138	68 10 0
Galashiels - Epis. 10	450 0 0	82	40 10 0
Galashiels - - Par. 11			
Selkirk, Burgh - 11	158 8 0	130	35 16 8
Yarrow - - Par. 3	- - -	32	25 0 0
STIRLINGSHIRE.			
Airth - - Par. 1	- - -	70	31 13 4
Alva, Girls.			
Alva, Infant - G.A. 6	116 10 0	187	67 13 4
Alva, Subscription Undl. 6	197 0 0	156	55 18 4
Auchenbowie and Plean.			
Bainsford, Self-supporting - 7	- - -	121	46 3 4
Balfron, Female Industrial - 2	- - -	74	27 19 2
Bannockburn, Subscription - - 6	- - -	92	72 11 8
Bannockburn - F.C.			
Banton, Subscription - - - 2	40 0 0		
Bonnybridge, Self-supporting - 3	- - -	67	21 10 0
Bothkenna - Par. 1	- - -	171	9 3 4
‡Bucklyvie, Subscription.			
Bridge of Allan F.C. 5	- - -	110	53 8 4
Brighton in Polmont - - F.C.	225 10 0		
Carronshore - G.A. 6	*190 0 0	126	81 10 0
Dalmary - Sess. 2	110 0 0	49	21 1 8
Denny - - Par. 6	- - -	84	76 17 6
Drymen, Industrial - Ch. of S.			
Dunnipace - F.C. 4	- - -	138	41 10 0
Falkirk - - F.C. 4	297 16 8	135	74 5 0
Falkirk - - Par. 7	- - -	212	63 10 0
Falkirk, Ragged and Industrial.			
Falkirk, St. Francis Xavier's - - R.C. 2	- - -	120	115 11 8
Fintry - - Par. 2			
Fintry, Female - Par.			

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	£ s. d.		£ s. d.
STIRLINGSHIRE—*cont.*			
Fintry, Stewart's Endowed - - 2	- - -	50	18 6
Gargunnock - Par. 2	- - -	25	13 15
Grangemouth, Subscription - - - 7	- - -	181	22 18
Haggs - - G.A.	*80 0 0		
,, - - ,,	33 0 0		
Hurlet and Campsie Alum Company's 11	- - -	122	42 10
Killearn - - F.C. 4	- - -	49	16 10
Kilsyth, Female Ch. of S. 7	- - -	85	30 8
Kippen - - F.C. 5	106 13 7	81	31 3
Kirklane and Gargunnock - F.C. 4	- - -	31	8 6
Larbert - - F.C. 3	130 0 0	227	118 6
Larbert - - Par. 7	- - -	140	101 13
Larbert, Village Est. Ch. 3	207 0 0	70	20 0
Lennoxtown, Oswald - Ch. of S. 11	288 0 0	76	27 10
Lennoxtown, New Subscription - - - 11	*280 0 0	80	41 10
Lennoxtown, St. Paul's - R.C. 2	- - -	59	16 10
Milngavie, Public - 11	- - -	109	53 0
Milngavie, Subscription - - - *a*			
Milngavie, Infant, Subscription - - 11	- - -	81	26 5
Ninian's, St. - Par. 6	- - -	142	86 5
Plean, East, Subscription - - 3	- - -	54	21 10
Polmont, Female - 1	- - -	32	13 6
Polmont - - Par. 1	- - -	52	19 3
Polmont - - F.C. 4	- - -	87	56 5
Redding, Muirhead - - G.A. 7	- - -	210	74 6
Redding, Village - 3	- - -	60	23 6
Slamannan - F.C. 3	180 0 0	124	58 0
‡Slamannan - Par.			
Stirling, Allan's G.A. 6	- - -	207	126 0
Stirling, Infant - 4	- - -	287	127 0
Stirling - Epis. 2	- - -	88	15 2
Stirling Reformatory.			
Stirling, St. Mary's - - R.C. 2	- - -	160	116 11
Strathblane - Par. 2	- - -	55	21 1
Strathblane S. of I. 2	- - -	24	12 16
Tillicoultry - F.C. *a*			
SUTHERLANDSHIRE.			
‡Altass-Rosehall F.C.			
Armadale - - G.A.			
Backies - - G.A. 5	- - -	50	54 3
Brora - - G.A. 6	- - -	47	21 10
Clyne - - Par. 6	- - -	38	20 0
Clyne - - F.C. 4	- - -	72	35 16
Creich - - Par. 5	- - -	69	45 0
Creich - - F.C. 4	- - -	53	36 13
Dalnambreac - G.A. 6	- - -	18	20 0
‡Doll.			

a Inspection withdrawn.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1865). Average Attendance.	Amount paid.
SUTHERLAND—*cont.*	£ s. d.		£ s. d.
Dornoch - F.C. 4	- - -	95	31 5 0
Dornoch - Par. 5	- - -	36	31 13 4
Dornoch, Christian Society's, Female - - 5	- - -	33	11 0 0
Durness - F.C. 4	- - -	44	8 15 0
Durness - - 6	- - -	51	12 10 0
Eddrachillis - Par. 6	- - -	40	34 4 2
Embo - F.C. 4	- - -	73	90 16 8
Golspie - F.C. 4	- - -	86	65 10 0
Golspie - Par.			
Helmsdale - F.C. 4	- - -	102	46 5 0
‡Inshegra - F.C.			
Inversbin - G.A. 5	- - -	35	21 13 4
Kildonan - G.A. 7	- - -	71	52 8 4
Kinloch Bervie Par. 6	- - -	31	20 0 0
Kirkiboll - F.C.			
Knockarthur - G.A. 6	- - -	15	15 0 0
Lairg Gruids - G.A.			
Lochinver - G.A. 6	- - -	30	15 0 0
Loth - - Par. 7	- - -	26	18 0 0
Melvich - G.A. 7			
Port Gower - G.A.			
Proncy-Croy - G.A. 5	- - -	13	14 0 0
Rogart - Par. 6	- - -	32	18 0 0
Rogart (Culdrean) - F.C.			
Rogart (Torbreck) - F.C. 4	- - -	47	41 0 10
Skerray - G.A.			
Skerray - F.C. 4	- - -	48	13 15 0
Skibo - G.A. 5	- - -	28	15 0 0
‡Stoer - F.C.			
Strathalladale - G.A.			
‡Strath of Tongue F.C.			
Talmine - G.A. 6	- - -	73	20 0 0
WIGTONSHIRE.			
Ardwell, Lady McTaggart's - 3	- - -	51	41 5 0
‡Ardwell, Female Par.			
Cairn Ryan - G.A. 3	- - -	45	18 15 0
Cairn Ryan - F.C. *a*			
Challock (Newton Stewart) - - 2	- - -	44	41 17 6
Drochduil - - 3	- - -	64	65 15 0

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WIGTON—*cont.*	£ s. d.		£ s. d.
Dunskey (Mrs. Hunter Blair's) - *b*			
Enock - G.A.	60 0 0		
Garleston, Pier Cottage, Countess of Galloway's - - - 3	- - -	41	14 8 4
Glasserton - Par. 3	- - -	84	52 16 8
Glen of Luce Est. Ch. 2	238 10 0	48	8 15 0
Glenluce - Par. 3	- - -	81	20 12 6
Glenluce - F.C. 5	- - -	43	25 0 0
Grange and Killicmore District - - 6	260 0 0	70	44 0 0
Inch - - F.C. 5	- - -	49	32 5 0
Kirkinner - Par 3	- - -	74	48 0 0
Kirkmaiden - F.C. 5	- - -	81	32 5 0
Larbrax - - 5	- - -	25	5 0 0
Larbrax - G.A.	90 0 0		
Leswalt - F.C. 5	- - -	48	32 5 0
Leswalt (Streuchan Madras) - - 11	265 8 9	162	67 0 0
Lochans - - - 3	182 0 0	75	20 16 8
Malzie Side, Subscription - - - 3			
Newton Stewart, Infant - Epis. 3	- - -	123	38 10 0
Portlogan - Ch. of S. 2	- - -	72	15 0 0
Portpatrick - F.C. 5	- - -	63	24 15 0
Portpatrick - Par. 3	- - -	88	18 0 0
Port William, Sir William Maxwell's - - 11	- - -	140	55 10 0
Sorbie - F.C. 6	- - -	33	20 0 0
Sorbie - Par. 2	- - -	96	28 13 4
Stoneykirk - F.C. 5	- - -	81	37 5 0
Stoneykirk, Meou, Unsectarian - - 5	220 0 0	34	33 6 8
Stoneykirk, Sandhead - Sess. 3	- - -	38	17 10 0
Stranraer. Elementary - - - 11	- - -	215	25 5 0
Stranraer, Academy - - -	465 0 0		
Stranraer - F.C. 5	138 15 0	152	96 1 8
Stranraer, Industrial.			
Whithorn (Countess of Galloway's) - Epis. 3	- - -	55	4 3 4

a Inspection withdrawn.

b School ceased to exist.

LONDON:
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